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ıblic District School Board Writing Partnership

Course Profile

English

Grade 9
Academic

• *for teachers by teachers*

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Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview
English Academic, Grade 9

Identifying Information:

School:		**Department:**	Department of English
District:		**Course Title:**	English
Grade:	Nine	**Course Type:**	Academic
Ministry Course Code:	ENG1D	**Credit Value:**	1 credit
Course Developers:			
Development Date:	February - July 1999		
Course Revisor(s):			
Revision Date:			
Prerequisite:	Grade 8 English		

Description/Rationale

This course emphasizes the analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and in their daily lives. Students will study and interpret texts from contemporary and historical periods, including plays, poems, short stories, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language. Other applicable OSS policies include: Co-operative Education: A Resource Guide 1980, Choices Into Action 1999, English as a Second Language and English Literacy Development 1999, Individual Educational Plan Resource Guide 1999, The Arts, and Integrated Technology.

Unit Titles

Unit 1	Narrative Forms and Voices	25 hours
Unit 2	Poetic Forms and Voices	15 hours
Unit 3	Dramatic Forms and Voices	15 hours
Unit 4	Informational Forms and Voices	30 hours
Unit 5	Finding Our Voices	25 hours

Unit Organization

Unit #1: Narrative Forms and Voices
Time: 25 Hours

Description:
The students will develop an understanding of the conventions of narrative literature and language. The students will read and study a range of short narratives, including short stories, novellas, narrative poetry, myths, legends, short animated films, and short feature films. The students will apply appropriate strategies to read, understand, and interpret narrative texts. The students will use their knowledge of the elements of the narrative, such as plot, character, setting, conflict, theme, and mood, to understand and interpret narrative texts. The students will demonstrate their understanding of narrative by recording their thoughts, ideas, and feelings in a variety of personal and interactive responses, and by creating and sharing their own narratives. The students will write descriptive and expository paragraphs, thereby providing a foundation for writing the five-paragraph essay. On-going personal reading and writing are essential for students to develop mature communication skills.

Strand:	Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations:	LIV.01D, LIV.02D, LIV.03B, WRV.02D, WRV.03D, WRV.05B, LGV.01D, LGV.02B, MDV.01D, MDV.02D
Specific Expectations:	LI1.02D, LI1.02B, LI1.03B, LI1.05D, LI1.06B, LI2.01D, LI2.02D, LI3.02D; WR2.02D, WR3.01D, WR3.02D, WR3.05D, WR4.02B, WR5.04B, WR5.05D, WR5.06D, WR5.07B, WR5.08B, WR5.09B, WR5.10B, WR5.11B, WR5.14B, WR5.15B, WR5.16B; LG1.01B, LG1.02B, LG1.05D, LG1.07B, LG2.02D, LG2.07D; MD1.02D, MD2.01D.

Unit #2: Poetic Forms and Voices
Time: 15 Hours

Description:
The students will read and study a variety of poetic forms and learn to identify certain types of poems: prose poems, limericks, concrete poems, found poems, lyrics, haiku, and songs. The students will apply appropriate strategies to read, understand, and interpret poetic texts. They will learn to understand the value of sound devices in creating powerful poetry and will understand the importance of figurative language and appeals to the senses. During this unit, the students will demonstrate their understanding of poetry by recording their responses to poems in their Response Journals, by participating in class poetry activities and readings, and by creating a Personal Poetry Portfolio, media product, or collection of original poems.

Strand:	Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations:	LIV.03B, WRV.05D, LGV.01D, MDV.02D
Specific Expectations:	LI3.02D; WR3.01D, WR5.12B, WR5.13B; LG1.01B, LG2.02D; MD2.01D.

Unit #3: Dramatic Forms and Voices
Time: 15 Hours

Description:
The students will apply the skills learned in the preceding units to the analysis and study of drama. The students will identify, analyse, and interpret the elements of dramatic structure, character and characterization, theme, setting, and stylistic features of drama, including movement and voice. The students will understand the importance of the context (social, cultural, political) in which a literary work was created. The students will use their knowledge and understanding of drama to reach a fuller understanding and appreciation of the writer_s ability to integrate all the elements of drama to create a complex, stimulating, and satisfying work of literature. The students will demonstrate their understanding by recording their thoughts, ideas, and feelings about the characters, conflicts, and themes of the work in a variety of personal and interactive responses, by writing and publishing a literary exposition, by rehearsing and performing a dramatic scene, or by creating and sharing a media work.

Strand:	Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations:	LIV.03B, LIV.02D, WRV.03D, WRV.05D, LGV.01D, LGV.02B, MDV.02D
Specific Expectations:	LI1.01D, LI1.02D; WR2.01D, WR4.03D, WR5.16B; LG1.04B, LG2.02D, LG2.04D, LG2.07D; MD2.01D, MD2.03D.

Unit #4: Informational Forms and Voices
Time: 30 Hours

Description:
The students will develop an understanding of the conventions and language of informational texts. The students will read and study a variety of informational texts, including argumentative essays, reports, surveys, letters, journals, memoirs, web sites, databases, documentary film, and other media works. The students will develop strategies to understand and interpret texts effectively, and learn to distinguish between fact and opinion, and to identify bias. The students will understand how the background of the author and the backgrounds of the readers influence understanding. The students will learn how to gather, select, and use research data. The students will create their own informational texts and presentations for a variety of purposes. The unit will provide an opportunity to integrate learning across the curriculum.

Strand:	Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations:	LIV.01D, LIV.02D, LIV.03B, WRV.01B, WRV.02D, WRV.03D, WRV.05D, LGV.01D, LGV.02B, MDV.01D, MDV.02D
Specific Expectations:	LI1.01D, LI1.03D, LI1.04D, LI1.05D, LI1.06D, LI1.07B, LI1.08D,LI2.03D, LI3.01D, LI3.03D; WR1.01D, WR1.02D, WR1.03D, WR1.04D, WR2.01D, WR3.03D, WR3.04D, WR3.05D, WR3.06D, WR4.01D, WR4.03D, WR4.04B, WR4.05D, WR5.01D, WR5.04B, WR5.05D; LG1.02B, LG1.04B, LG1.05D, LG1.06B, LG1.07B, LG2.01D, LG2.02D, LG2.03D,LG2.04D, LG2.05D, LG2.06D, LG2.07D; MD1.01B, MD1.02D, MD1.03D, MD1.04D, MD2.02D, MD2.03D.

Unit #5: Finding Our Voices
Time: 25 Hours

Description:
Finding Our Voices is a culminating activity to practise the skills of narration, poetry, drama, media, and research. The students will move beyond their immediate personal experience to explore literature and media that reveal the stories, ideas, and opinions of other time periods or cultures. This unit could focus on the literature of a particular region or country, for example the Maritimes, Caribbean, or Australia. It could explore a specific theme or motif, such as the role of the hero the outsider, Aboriginal rights, or speaking out against injustice. Alternatively, this unit could be designed to develop an understanding of a genre: science fiction, mythology, or adventure. The students will develop and record their thoughts, ideas, and feelings about significant issues in a variety of personal responses, as well as in exposition and creative works. By the end of the unit, students will better understand themselves in a diverse society through cross-curricular learning.

Strand:	Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations:	LIV.01D, LIV.02D, WRV.01D, WRV.02D, WRV.04B, WRV.05D, LGV.01D, LGV.02B, MDV.01D
Specific Expectations:	LI1.01D, LI1.02D, LI1.07D; WR5.02B, WR5.03D, WR5.04B; LG1.03B. LG1.05D, LG2.02D; MD2.01D.

Course Notes

The English Academic Grade 9 course provides the foundation for the English Academic Grade 10 course, and for the courses leading to university and college. The goal of all aspects of the program is to support students in the development of proficiency in language. The English Academic Grade 9 course emphasizes abstract activities. It focuses on reading short literary and informational texts, and on the creation of supported opinion pieces and short essays. These emphases are reflected in the time allocated for each unit, the selection of texts, and the types of activities within each unit. The difference between academic programs and applied programs is one of emphasis. The choice of texts should reflect the students' diverse interests, abilities, and backgrounds. All students, regardless of their postsecondary plans need to read a balance of exemplary literary and informational works that nourish the imagination, promote intellectual growth, contribute to the sense of aesthetic appreciation, and provide a broad range of language models for their own writing. Literary works drawn from many genres, time periods, and cultures will reflect the diversity of Canada and the world.

Students needs to become skilled in the use of information technology in order to gain access to a wide variety of information and to be able to benefit from a range of available software programs. Word processing, desktop publishing, Internet research, and the production of media products are activities that enhance the students' learning experiences and are critical skills for success in the 21st century. The English teacher will collaborate and co-plan with teacher-librarians, technology teachers, and business teachers in the design and delivery of this curriculum.

The prior knowledge required for this course can be found in The Ontario Curriculum Grades 1-8: Language. Teachers of grade nine will be familiar with the expectations articulated in this document. Dialogue between grade nine teachers and grade eight teachers will enhance this understanding. Such dialogue will also eliminate the duplication of texts already used in local elementary schools. Teachers will build on students' skills and experiences. It is appropriate to pre-test grade nine students in order to assess prior learning and to identify those students who need remediation, consolidation, and enrichment.

Wherever possible, teachers will connect the activities in the English classroom to other subject areas. The knowledge and skills taught in the English classroom are transferable to all grade nine courses of study, particularly in the area of "Communication" as articulated in the achievement chart in all subject areas. Schools will incorporate into their plans a comprehensive strategy for supporting the development of language skills across the curriculum.

Similarly, activities in the English classroom will be connected to the local community and the world at large. Emphasis will be placed on the knowledge and skills necessary for success in college and university. Opportunities will be provided for members of the local community, colleges, and universities to come into the English classroom, and for students to get out into the community.

Integration into the regular classroom is the first consideration in the placement of exceptional pupils. A range of accommodations is provided in each unit for each activity to assist the teacher in meeting the diverse needs of learners. Similarly, adjustments must be made that acknowledge the diversity of cultural understandings, and accommodations may be necessary for the success of students for whom English is a second language.

Teachers must ensure that all classroom activities and out-of-school experiences are safe for all students. A classroom environment that reinforces respect and responsibility is one where students will participate more freely. While the Internet opens up tremendous possibilities for the student, care must be taken to ensure that the use of this resource is appropriate. Computer-use policies and programs that screen out inappropriate materials will reduce the risk that students will be exposed to inappropriate materials. Care must be taken to ensure that the texts that students are exposed to are appropriate for them. Clear expectations need to be established to identify what language is appropriate in an English classroom. The drama unit involves movement, and the English teacher must ensure all physical activities are structured and supervised to minimize risk.

This course profile demonstrates one way in which the expectations from the English Academic, Grade 9 policy document can be organized into units. The writers have created five units that integrate the four major strands (Literature Studies and Reading, Writing, Language, and Media Studies) and the twelve overall expectations of the course so that learners will engage in learning experiences that foster and consolidate growth in an integrated way.

Teaching/Learning Strategies

Because students learn in a variety of ways, teachers must accommodate various learning styles in their teaching. Students must be given opportunities for brainstorming, experimenting, discussing, debating, interviewing, researching, role playing, designing, and constructing. Useful strategies also include: case studies, concept-mapping, simulations, learning contracts, and co-operative learning. In the English classroom, the use of Response Journals will help students to identify and develop their ideas for writing, discussion, performances, and media products. Students will work independently on many assigned tasks and should also have frequent opportunities to work with partners and in groups.

Teachers must develop and utilize a full repertoire of teaching skills: planning, organizing, presenting, demonstrating, instructing, questioning, explaining, modelling, problem solving, assessing, and evaluating. Teachers must also find ways for students to make authentic learning connections with the classroom, the school, the local community, and the world at large. Teachers and students need to respect the cultural diversity of our Ontario classrooms.

The expectations for all strands of English (**Literature Studies and Reading**, **Writing**, **Language**, and **Media Studies**) are embedded in each of the units of study.

All the units begin with the exploration of texts, **Literature Studies and Reading**. Students will read and analyse a variety of informational and literary texts throughout this course. Students will

develop a knowledge of the form and stylistic elements of texts. They will use this knowledge to come to an understanding and an appreciation of those texts.

Similarly, **Writing** activities are contained in each unit. In the first unit, students will create and publish an original short narrative. In the second unit, students will create and publish a lyric poem, song, advertisement, or piece of expressive prose, which may be placed in a portfolio. In the third unit, students will write dialogues, scripts, and monologues. In the fourth unit, students will produce a variety of informational texts including reports, brochures, proposals, editorials, essays, and web sites. In the fifth unit, students will have an opportunity to create a variety of written products to demonstrate their learning.

Similarly, the expectations for **Language** growth will be addressed in each unit. Personal word lists and dictionary skills could be integrated into a number of the activities. For example, the study of a short story in the narrative unit includes an exercise in predicting the meaning of words in context and in using the dictionary to test and confirm meanings. The development of expressive language will be encouraged through the exploration of figurative language. Students will demonstrate this understanding through the use of such forms as Response Journals and class discussion. Teachers will encourage students to be clear and precise in their use of language.

In the same way, **Media Studies** will be featured in each unit. Throughout this profile, the writers have used the term *texts* to include media works; therefore, the term *reading* encompasses students' interactions with media texts. In the narrative unit, texts include short feature films, cartoons, and animated short films. Students need to learn the skills to *read* these media texts accurately and critically in the same way that they study more traditional narrative texts, such as short stories and narrative poems. Media texts should be included in all units as core material for study.

Assessment/Evaluation

In order to measure students' achievement against the course expectations, teachers must develop and utilize a full repertoire of assessment methods: paper and pencil, performance, and personal communication. Paper and pencil methods include such strategies as classroom tests, quizzes, examinations, and standardized tests. Performance methods include products, projects, portfolios, essays, presentations, exhibitions, recitals, skills demonstration, role playing, and work samples. Personal communication methods include instructional questions and answers, interviews, conferences, journals/learning logs, and classroom discussion. Assessment and evaluation tools include checklists, marking schemes, rubrics, portfolios, and anecdotal comments. Where appropriate, teachers and students should co-design assessment tools (e.g., rubrics) to clarify expectations and enhance student learning.

Assessment must be on-going, and students must be given feedback and opportunities to improve. The purpose of evaluation and reporting is to communicate to students and parents and to provide guidance for student growth. Teachers will use both self and peer evaluation to enhance learning.

The Ministry policy on assessment and evaluation requires that 70% of the final mark be based on term work and 30% on a final evaluation, which may take a variety of forms. The student's final percentage grade is based on achievement only. Learning skills, punctuality, and attendance are recorded on the Provincial Report Card. The Learning Skills include independent study, teamwork, organization, work habits, homework, and initiative. The weighting of the four strands (Literature Studies and Reading, Writing, Language, and Media) and the determination of assessment and evaluation strategies and mark calculation will need discussion. The basis for determining the weighting must reflect a clear understanding of the expectations in each strand, the levels described in the Achievement Chart, and the concept of balance. This will be a local implementation decision. The final evaluation, worth 30% of the course mark, should be administered near the end of the

course and may take a number of forms: a portfolio, a performance, an examination, a culminating activity, or a combination of these. Unit #5 could be the basis for this final evaluation.

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Ontario Ministry of Education and Training. Provincial Standards Language, Grades 1-9. Toronto: Queen's Printer, 1995.
Ontario Ministry of Education and Training. Stepping Up! Ontario's New Standards for High Schools. Toronto: Queen's Printer, 1999.

Course Evaluation

At the end of the course, students must be given a formal opportunity to assess and evaluate the effectiveness of the course in meeting their needs as learners.

Unit #1: Narrative Forms and Voices

Time: 25 hours
Unit Developers: Linda May Bell, Laura Cannon-Sherlock, Karen Fraser, Larry Hincks, Peggy Raeburn-Bell, Wilf Smith, Margaret Young
Development Date February – April 1999

Unit Description

The students will develop an understanding of the conventions of narrative literature and language. The students will read and study a range of short narratives, including short stories, novellas, narrative poetry, myths, legends, short animated films, and short feature films. The students will use their knowledge of the elements of narrative, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret narrative texts. The students will record their thoughts, ideas, and feelings in a variety of personal and interactive responses, and will create and share their own narratives. The students will write descriptive and expository paragraphs, thus providing a foundation for writing the five-paragraph essay. On-going personal reading and writing are essential for students to develop mature communication skills.

Strands and Expectations

Strands:	Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations:	LIV.01D, LIV.02D, LIV.03B, WRV.02D, WRV.03D, WRV.05B, LGV.01D, LGV.02B, MDV.01D, MDV.02D
Specific Expectations:	LI1.02D, LI1.02B, LI1.03B, LI1.05D, LI1.06B, LI2.01D, LI2.02D, LI3.02D; WR2.02D, WR3.01D, WR3.02D, WR3.05D, WR4.02B, WR5.04B, WR5.05D, WR5.06D, WR5.07B, WR5.08B, WR5.09B, WR5.10B, WR5.11B, WR5.14B, WR5.15B, WR5.16B; LG1.01B, LG1.02B, LG1.05D, LG1.07B, LG2.02D, LG2.07D; MD1.02D, MD2.01D.

Activity Titles

Activity 1	Introduction to Narrative Form	225 minutes
Activity 2	The Structure of Narrative Fiction	225 minutes
Activity 3	Setting and Mood: "It was a dark and stormy night..."	150 minutes
Activity 4	Narrative Point of View	225 minutes
Activity 5	Characterization: A Blueprint for Character	150 minutes
Activity 6	Themes in Narrative Fiction	150 minutes
Activity 7	The Whole Picture	75 minutes
Activity 8	Create Your Own Narrative	300 minutes

Unit Planning Notes

The teacher needs to develop a collection of short narratives, such as ballads, media works, music videos, and short films. The teacher-librarian will prove invaluable as a co-planner and co-developer of this unit.

Prior Knowledge Required

The Ontario Curriculum Grades 1–8: Language outlines the principles of Response Journals and co-operative learning principles, and an understanding of print and electronic thesauri and dictionaries.

Teaching/Learning Strategies

Because students learn in a variety of ways, teachers must accommodate various learning styles in their teaching. For the academic level student, approaches should be more abstract than concrete. Students must be given the opportunity to work independently, with partners, in small groups, and with the whole class. There should be a range of activities to provide students with optimal opportunities to develop their language skills. The traditional practices of teacher lecture or instruction, the Socratic lesson, and whole class discussion should be complemented with opportunities for brainstorming, experimenting, discussing, debating, interviewing, researching, writing, role playing, dramatizing, designing, and constructing. In the English classroom, the use of personal and interactive Response Journals should play an important part of helping students to identify and develop their ideas for writing and discussion and their awareness of their own learning.

Assessment/Evaluation

Teachers must develop and utilize a full repertoire of evaluative tools and strategies, including checklists, rubrics, exemplars, criteria-referenced tests, quizzes, examinations, portfolios, collections, performance-based tasks, and assignments, in order to measure the students' achievements against the course expectations.

Both formative and summative evaluation must be used to enhance student learning and to ensure fair evaluation. All evaluation procedures must include opportunities for learning. Students must be given opportunities for peer- and self-evaluation, and for the design of evaluation criteria.

Accommodations in assessment are necessary to ensure that the assessment accurately measures student learning. Accommodations are appropriate for exceptional pupils and students for whom English is a second language. Assessment tools and strategies should reflect a sensitivity to the cultural diversity within the English classroom.

Resources

National Film Board of Canada, C.B.C., TVO web site, Clio Awards

Barry, J. (Ed.) Coast to Coast Stories, Poetry, Non-fiction and Drama. Toronto: Nelson Canada, 1995. ISBN 0-17-604-704-2

Canadian Oxford Dictionary. Don Mills: Oxford University Press, 1999. ISBN 0-19-541120-X

Geddes, G. (Ed.) Art of Short Fiction. Toronto: Addison Wesley Longman, 1993. ISBN 0-00-647424-1

Moss, D., and T. Goldie. (Eds.) An Anthology of Canadian Native Literature in English. Toronto: Oxford University Press, 1992.

Perreault, J., and S. Vance. (Eds.) Writing the Circle/Native Women of Western Canada. Edmonton: Newest Publishers Ltd., 1993. ISBN 0-920897-882

Transparencies for Writing: Literature: The English Tradition. Englewood Cliffs, NJ: Prentice Hall, 1991. ISBN 0-13-981929-0

Activity #1: Introduction to Narrative Form

Time: 225 minutes

Description

This introductory activity is a diagnostic tool to assess students' prior knowledge of the narrative form. Information from this activity will enable the teacher to determine the focus of activities in this unit and individual student's needs for remediation, consolidation, and/or enrichment. The students will enhance their appreciation of the narrative by examining its historical origins and critically assessing its purpose and relevance.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, and Language

Overall Expectations:

At the end of Grade 9 students will:

- L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting information for specific purposes and audiences.

Specific Expectations:

Students will:

- LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of the literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
- LI2.02D - use elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view to understand and interpret examples of the genre;
- LI1.05D - analyze information, ideas, and elements in texts to make inferences about meaning;
- WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
- LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinion of others; ✤
- LG2.07D - analyze their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance.

Planning Notes

- The teacher will determine parameters for classroom management and course expectations.
- Teachers and students will collect stories that reflect the diversity of Ontario's students for the reading collection.
- Teachers will provide an organizer chart that includes the following elements: plot, characterization, setting, conflict, theme, mood, and point of view.

Plot	Characterization	Setting	Conflict	Theme	Mood	Point of View

Prior Knowledge Required

- The students will have met expectations as outlined in The Ontario Curriculum Grades 1–8: Language.
- The students will have an understanding of and experience with co-operative learning.

Teaching/Learning Strategies

1. At the outset of this unit, the teacher will clearly establish parameters regarding classroom management and course expectations (e.g., policies regarding late assignments, attendance procedures, resources or materials for class, the course outline, assessment and evaluation practices, personal Response Journals, learning logs, writing portfolios, notebooks, and other departmental policies).
2. As a means of initiating class discussion about this unit, sketch a mind map on the board with the word "narrative" as the focus. Then ask students to respond to the question: What is a narrative? Responses may include a short story, a legend, a myth, a ballad, a novella, an operetta, and/or a stained glass window. The students should have the opportunity to respond to and express their ideas constructively, building on the ideas of others. This initial discussion may be used as a

means of establishing the courtesies for class discussion (i.e., the need for a supportive atmosphere, attentive listening, constructive interaction, tact and diplomacy, and the need to support responses appropriately).

3. In order to establish a definition of "narrative," the teacher will ask the students to refer to the mind map and respond to the following questions: What conclusions can be drawn about what is a "narrative"? What ideas justify these conclusions? What is the relationship between these different forms of narrative? Using their responses to the questions, the teacher will guide the class to write a definition of narrative. The teacher needs to remind the class that definitions are constantly evolving; therefore, literary critics' definitions of narrative may also vary.
4. How did the short narrative form evolve? Discuss how stories reflect our human experience. How do they depict human nature? Why have stories been passed down in oral and written traditions? To stimulate students to make a connection between their definition of the narrative and the collective human experience, ask students to respond in their Response Journals to the quotation "Today we live, but by tomorrow, today will be a story. The whole world, all human life, is one long story." (Isaac Bashevis Singer)
5. So that the students will have an opportunity to enhance their understanding of the narrative form, the teacher will provide a rich, diverse collection of stories for students' daily reading. Teachers and students will add stories that reflect the diversity of Ontario's students for the Reading Collection.
6. The students will listen to a short story, review briefly the definitions of the narrative elements, then complete the elements of the story organizer. The students will create a glossary of literary terms, either in their notebooks or on disk, which will be developed during the course. The first entry will be a definition of the term "narrative."
7. The teacher will explain the principles of group work: how each student must be an active participant; how to express and listen to ideas within a group; how to deal with conflict within a group; how to organize and prepare material for presentation. The students will be given a group evaluation check list, and the teacher will explain the specific criteria for peer evaluation, answering any questions that may be raised. This modelling of evaluation is the first step towards teaching students how to establish objectives and assessment procedures.
8. The teacher will organize the students into groups of three, giving each group a story and an organizer. All students will read the story silently, then complete the organizer co-operatively.
9. Members of each group will read their story aloud, act it out for the class, or present it in a series of tableaux. They will submit a completed organizer for teacher evaluation.
10. The class will briefly discuss each group's presentation and organizer.
11. Using a group-evaluation check list, group members will evaluate the strengths and weaknesses of their presentation, and how effectively the group members worked together.
12. The teacher will explain to the students that the following activity is a diagnostic activity to help focus their unit of study on narrative structure.
13. Each student will select a story from the Reading Collection and complete an organizer. The student will independently write a paragraph summarizing the story, indicating what the story reveals about the human experience and where the story fits in literary history. This will be submitted for teacher evaluation. Students will need to review the components of the expository paragraph (i.e., a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence).

Assessment/Evaluation

1. Formative:
   - teacher's observation notes on class participation
   - peer group-work evaluation check list (LG2.02D)
2. Diagnostic:
   - knowledge of narrative elements from the initial exercise using the story organizer
   - assessment of writing skills based on paragraph
   - assessment of group's completed story organizers

Resources

Appleford, D. (Ed.) SF: Inventing the Future. Agincourt: Books Society of Canada, 1972. ISBN 0-7725-5065-4

Barton, B., and D. Booth. Stories in the Classroom: Storytelling, Reading Aloud and Roleplaying with Children. Markham: Pembroke Publishers, 1990. ISBN 0-435-08527-1

Bemister, M. Thirty Indian Legends of Canada. Vancouver: J.J. Douglas, 1973. ISBN 0-88894-025-4

Booth, D., and C. Thornley-Hall. (Eds.) Classroom Talk. Markham: Pembroke, 1991. ISBN 0-435-09596-4

Ellsworth, B., and A. Keller. (Eds.) English Simplified Canadian. Toronto: Addison Wesley Longman, 1996. ISBN 0-673-99962-9

Fisher, D., and S. Jeroski. Voices 1: Contemporary Short Fiction. Toronto: Oxford University Press, 1993. ISBN 0-19-540887-X

Fisher, D., and S. Jeroski. Voices 2: Contemporary Short Fiction. Toronto: Oxford University Press, 1993. ISBN 0-19-540888-8

Gordon, J. Fiction: The Elements of the Short Story. Illinois: National Textbook Co., 1999. ISBN 0-8442-5991-8

Hargreaves, H. North By Two Thousand: A Collection of Canadian Science Fiction. Toronto: Peter Martin, 1975.

Hayakawa, S. Language In Thought and Action. 3rd ed. New York: Harcourt Brace Jovanovich Inc., 1972. ISBN 0-15-550118-6

Hill, K. Glooscap and His Magic: Legends of the Wabanaki Indians. Toronto: McLelland and Stewart, 1973. ISBN 0-89845-479-4

Kooy, M. (Ed.) Reading Response Logs. Markham: Pembroke, 1996. ISBN 0-435-07208-0

Moss, S. (Ed.) The World's Shortest Stories. Santa Barbara, CA: Fithian Press,1995. ISBN 1-880284-11-1

Norton, S., and B. Green. The Bare Essentials, Form A. Canada: Harcourt Brace and Co., 1996. ISBN 0-7747-3361-6

Roman, T. (Ed.) Voices Under One Sky: Contemporary Native Literature: Reflections and Fiction & Non-Fiction. Scarborough: International Thomson Publishing Nelson Canada, 1994. ISBN 0-89594-720-X

School Achievement Indicators Program: Report on Reading and Writing Assessment 1998. Toronto: Council of Ministers of Education, Canada, 1999. ISBN 0-88987-116-7

Tesenga, S., and M. Bell. Character, Plot, and Setting: Contemporary English Modules. Morriston, NJ: Silver Burdett, General Learning Corp., 1975.

Web Sites

http://www.teachers.net
http://www.lessonstop.org
http://www.microsoft.com/education/k12/classroom/

Accommodations

1. The teacher could pair successful students as peer mentors to assist those needing remediation and consolidation of skills and to assist with reading/writing tasks.
2. Using a variety of multicultural stories will assist students for whom English is a second language.
3. The teacher could provide an audio recording of the story provided by a parent or community volunteer, or the story could be read in choral reading fashion to role-model pronunciation and pace for students for whom English is a second language.
4. A diagnostic check for knowledge and understanding of content would be appropriate for students for whom English is a second language or who are language impaired.
5. The teacher and student could provide a variety of short stories at various reading levels for the Reading Collection to accommodate exceptional pupils and students for whom English is not the first language.

Activity #2: The Structure of Narrative Fiction

Time: 225 minutes

Description

The students will review the structure of narrative plot and the following literary terms: introduction, inciting incident, conflict, crisis/es, climax, dénouement, and resolution. Students will apply this structure to a variety of narrative forms. Students will recognize that plot structures vary and that these variations represent the diversity of human existence.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions.

Specific Expectations:

Students will:

- LI1.O6D - use specific evidence from a text to support opinions and judgements;
- LI2.02D - use knowledge of elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of the genre; ✣
- WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
- WR5.08B - make compound subjects agree with verbs in simple and compound sentences;
- WR5.15B - use punctuation correctly;
- LG2.07D - analyze their own and others' oral presentations to identify strengths and weaknesses;
- MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation.

Planning Notes

- The teacher will need to develop, in co-operation with students and the teacher-librarian, a collection of several short stories which includes a variety of plot structures.
- This activity may be enriched by making cross-curricular links with teachers from other subject areas.

Prior Knowledge Required

- The Ontario Curriculum Grades 1–8: Language.

Teaching/Learning Strategies

1. In order for students to analyze and evaluate the effectiveness of plot structure, the teacher will present a short story and pose the following questions: Does the plot have unity? Is there a sequence to the action? What are the conflicts? Are the conflicts subtle or complex? Is the conflict physical, intellectual, or moral? What incidents are used to initiate, complicate, or resolve the story? Is suspense aroused? Is suspense a result of the conflict and complication? Where is the climax? What type of ending has the writer used? How effective is the plot structure?
2. The students will review the literary terms introduction, inciting incident, conflict, crisis/es, climax, dénouement, and resolution, adding any unfamiliar terms to their print or electronic glossary of literary terms.

3. The teacher will introduce the concept of plot variations. How do writers change the structure of a story and still have it make sense? In a whole class discussion, students will be encouraged to describe stories, television episodes, and film treatments that represent a variety of plotline structures. For example: *Star Wars* is open-ended because it leaves the door open for a sequel; *ER* depends on multi- climaxes to mirror the intensity of an emergency ward; flashbacks demonstrate how the decisions and actions of a character have repercussions on later plot developments, as in many soap operas or in *Star Wars: Episode 1*; Choose Your Own Adventure series books demonstrate multiple endings; *Titanic* would not have been as popular if Jack had survived in the typical "they lived happily ever after" mode. A blackboard or overhead chart will be developed and the teacher will consolidate the lesson by helping students define the four alternative narrative structures: flashback, open-ended, multiple climaxes, and multiple endings. These structures, with definitions and appropriate examples, will be added to students' glossaries. How are these different plot structures effective? Assess the merits of each plot structure.
4. The teacher will organize students into groups and give each group a visual stimulus, a genre (i.e., legend, myth, mystery, horror, action-adventure, romance, etc.), and a card identifying one of the plot structures. Each group will create a story based on this information. The group will use a progressive storywriting technique (i.e., each student within the group writes four to five lines based on the previous student's four to five lines, until each group member has contributed to the story).
5. Each group will rehearse and then tell its story to the class. The class will assess the strengths and weaknesses of each of the plot structures. In their Response Journals, students will assess the merits of the plot structure they were assigned, and reflect upon the varying plot structures and how they parallel the diversity of our human existence.
6. Each student will select a story from the Reading Collection. In a paragraph, students will use specific examples from the story to analyze the writer's use of conflict, complication, and suspense. What plot structure has the writer used and why? Is the resolution effective and why?
7. The students will revise their work carefully before submitting. They will recognize and correct sentence errors and use punctuation correctly.
8. Extension: The students might establish an Editing Workshop, assigning each member of the group responsibility for one aspect of editing (e.g., paragraph structure, use of vivid examples, grammar, spelling, punctuation) so that each student's paragraph is edited several times.
9. Extension: The students could apply the techniques of plot variation to a commercial, music video, or a short film, and reflect on the adjustments and adaptations needed.

Assessment/Evaluation

1. Formative: - informal teacher observation of group dynamics and tracking sheets
   - Response Journal evaluation
   - peer evaluation of group participation
2. Summative: - students' paragraphs (LI2.02D)

Resources

National Film Board of Canada catalogue for short feature films

CBC web site, TVO web site, Clio Awards for international commercials

Hays, M., P. Joong and J. Shallhorn. Grass Roots II. Toronto: OSSTF, 1993.

Moses, D., and T. Goldie. (Ed.) An Anthology of Canadian Native Literature in English. Toronto: Oxford University Press, 1998. ISBN 0-19-541282-6

Midwood, D., K. O'Connor, and M. Simpson. Assess for Success. Toronto: OSSTF, 1993.

Videos: *Clue* (multiple endings).

Accommodations

1. Students who have difficulty with handwriting or time management might tape record their analyses.

2. Storyboards and cartoons could be used for those students who have difficulties with sequencing and for those students new to the English language.

Activity #3: Setting and Mood: "It was a dark and stormy night..."

Time: 150 minutes

Description

This activity will review the literary terms "setting" and "mood" and will teach vocabulary to help students identify and describe mood. It will review the steps of the writing process and of paragraph structure. The students will write a descriptive paragraph and will review the following parts of speech: nouns, verbs, adjectives, and adverbs.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- WRV.02D - identify the literary forms suited to various purposes and audiences and use the forms appropriately in their own writing with an emphasis on supporting opinion;
- MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations:

Students will:

- LI2.01D - use knowledge of elements of drama, such as plot and subplot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre;
- LI3.02D - explain how authors use stylistic devices to achieve particular effects in their writing;
- WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;
- WR5.14B - use a variety of resources to correct errors in spelling;
- WR5.05D - use parts of speech correctly;
- WR5.11B - use knowledge of a wide range of spelling patterns and rules to identify, analyze, and correct spelling errors;
- LG1.01B - describe strategies to expand vocabulary;
- LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
- MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments.✤

Planning Notes

- The teacher and students will collect short video clips with contrasting settings (e.g., dark, stormy night vs. serene, sunny day) and generate a list of words to describe mood.
- As preparation for writing the descriptive paragraph, the teacher will need to organize a work sheet on nouns, verbs, adjectives, and adverbs, several models of descriptive paragraphs, and pictures/video clips/music to stimulate creative ideas.

Prior Knowledge Required

- The students will require a basic knowledge of setting and mood, of nouns, verbs, adjectives, and adverbs, and of the writing process and the structure of the paragraph.
- The students will know how to use a dictionary and thesaurus, both print and electronic.

Teaching/Learning Strategies

1. The teacher will introduce the terms "setting" and "mood" through short contrasting video clips. The students will add these terms to their glossaries, located either in their notebooks or

on a disk. The teacher may wish to include an activity encouraging students to predict what they think will happen next in the videos based on what they have already gleaned from the setting and mood.

2. The class will generate a vocabulary list of "mood" words (e.g., grim, ominous, foreboding, calming, soothing, tranquil) using dictionaries and thesauri (electronic where possible) and apply the appropriate terms to the video clips.
3. The teacher will divide the class into pairs. Each pair of students will be given a visual stimulus and will decide what impression the stimulus evokes. Each pair will brainstorm a list of words that would describe the setting and mood, then collaboratively write a descriptive paragraph which they will share with the class.
4. The teacher will distribute models of paragraphs describing settings, and the class will explore the methods that the authors have used to evoke mood; in particular, they will note the use of evocative nouns, verbs, adjectives, and adverbs. The teacher will also review the requisite steps of the writing process, plan, draft, revise and edit, and publish.
5. A prepared worksheet on nouns, verbs, adjectives, and adverbs will be completed to ensure that students can discern these four parts of speech. The teacher should select an entertaining or interesting paragraph (e.g., a review of a popular movie, a humorous descriptive paragraph) in which students identify the four parts of speech.
6. After examining model paragraphs and reviewing paragraph structure, students will write descriptive paragraphs using visual or auditory stimuli. They will use the steps of the writing process.
7. In their Response Journals, students will justify the methods they chose to reveal setting and evoke mood.
8. Extension: The students might describe the sound effects for the beginning of a silent film, and outline the mood they are trying to create.

Assessment/Evaluation

1. Formative:
   - teacher observation tracking sheet (MD1.02D)
   - vocabulary lists
   - Response Journals
2. Summative:
   - rubric for writing, including the writing process
   - completed vocabulary list
   - quiz on parts of speech

Resources

Chapman, M. (Ed.) Windows and Mirrors: Short Stories. Scarborough, Prentice Hall, 1987. ISBN 0-13-960444-8

Pratt, L. Grammar: Step-By-Step. Illinois: National Textbook Co., 1985. ISBN 0-8442-5490-8

Sebranek, P. Writers Inc. Wisconsin: Write Source, 1992. ISBN 0-939045-78-8

dictionaries and thesauri, both electronic and in print

National Film Board of Canada catalogue

teacher-created word lists

picture folios

computer lab

http://www.edsitement.neh.fed.us/guides/g_intro2.htm

Accommodations

1. A peer mentor or community/parent volunteer might scribe the written work for students with difficulty with handwriting or language.
2. Augmentative communication devices might be used for students with communication exceptionalities.

3. The teacher could emphasize the development and understanding of vocabulary studied for students for whom English is a second language.
4. The teacher could use simpler descriptions and reading passages as role models or reinforcements of skills.

Activity #4: Narrative Point of View

Time: 225 minutes

Description

In this activity, students will review pronouns and their correct use in order to prepare for the study of narrative point of view. The teacher will introduce the literary terms related to point of view, first person and third person, in preparation for an analysis of narrative point of view and students' application of the narrative point of view to their own writing and reading.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions.

Specific Expectations:

Students will:

- LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genre;
- LI1.03B - describe a variety of reading strategies and select and use them effectively;
- WR2.02D - select third or first person and an appropriate level of language to suit the form, purpose, and audience of the work; ✤
- WR3.02D - use changes in time, place, speaker, or point of view to structure narrative paragraphs;
- WR5.07B - identify and correct sentence fragments, run-on sentences, and comma splices;
- WR5.09B - make pronouns agree with their antecedents;
- WR5.10B - use consistent and appropriate verb tense and voice for clarity in narrative and expository writing;

Planning Notes

- The teacher will need to collect short narrative works (e.g., brief short stories, fairy tales, myths, narrative ballads) which include the narrative points of view identified in this activity.
- The teacher will need to prepare worksheets on the correct use of pronouns.

Prior Knowledge Required

- The students will be familiar with pronouns and the function of pronouns and with the terms first and third person from The Ontario Curriculum Grades 1-8: Language.
- The students will know the expectations for co-operative learning.

Teaching/Learning Strategies

1. For the students to understand that the writer's decision regarding who tells the story affects the style of the story, the teacher will introduce short narrative works written from different points of view. The class will discuss how in a first-person narrative, the narrator speaks as "I" and is a character in

the story (for example, Scout in To Kill a Mockingbird); and in a third-person narrative, the narrator is someone outside the story who refers to the characters either as he, she, they, or by their proper names (for example, the outside storyteller in To Catch a Killer).

2. The teacher will review the correct use of pronouns, focusing on person and case in order to consolidate learning. The worksheet could be in the form of a re-written, error-riddled narrative text that students will enjoy reading.
3. Working in pairs, students will select a story from the Reading Collection and, using the following questions as a guide, will critically examine how the writer's choice of point of view affects the story. What point of view does the writer use? Is the view consistent? What are the advantages and disadvantages of the writer's choice? Does the narrator have a bias? Is this bias positive or negative? Is the narrator trustworthy? How does the writer's choice of point of view influence the choice of diction, and ultimately what does it reveal about the action, the characters, the theme, and the ideas of the story? The students will be encouraged to share their findings with the class.
4. Each pair of students will rewrite a segment of the story from the alternate point of view. Students should ensure they use the appropriate pronouns. They will evaluate the effectiveness of the changes using these questions as a guide.
5. Using their notes and information about the point of view in their selected story, each pair of students will collaboratively write an expository paragraph analyzing the effectiveness of the writer's point of view. The teacher and the students will create a set of criteria for evaluating this paragraph.
6. The students will be given the opportunity to use the computer lab to write and revise their expository paragraph. The students will revise their work carefully to avoid sentence fragments, run-on sentences, and comma-splices. The students will use electronic dictionaries and thesauri to assist in the final polishing of their paragraph.

Assessment/Evaluation

1. Formative: - teacher observation of co-operative learning
2. Summative: - student/teacher designed rubrics for paragraph (WR2.02D)
   - quiz on correct use of pronouns

Resources

Building English Skills: Orange Level. Evanston, IL. Houghton-Mifflin, 1981. ISBN 0-88343-874-7

Chapman, M. (Ed.) The Reader Writes the Story. Toronto: Prentice Hall, 1991. ISBN 0-13-763509-5

Kalman, J., F. Ahenakew and G. Leitenberg. (Eds.) Voices of the First Nations. Toronto: McGraw Hill Ryerson, 1995. ISBN 0-07-551691-8

Perrault, J., and S. Vance. (Ed.) Writing the Circle Native Women of Western Canada. Edmonton: Newest Publishers Ltd., 1993.

Robinson, S. D. Glide Path Destinations. Scarborough: Prentice-Hall Canada Inc., 1991. ISBN 0-13-356247-6

Robinson, S. D. Overdrive Destinations. Scarborough: Prentice-Hall Canada Inc., 1991. ISBN 0-13-647546-9

Simmons, J. S. The Short Story and You. Illinois: National Textbook Co., 1996. ISBN 0-8442-5545-9

Accommodations

1. The teacher might assign or seek a peer mentor or parent or community volunteer to act as a scribe for students who have dysgraphia or organizational problems, or to put the story on tape for those with visual impairments or slow reading pace.
2. Augmentative communication devices might be used for those students with communication exceptionalities.
3. For students who have difficulty visualizing the finished product, samples could be made available as role models.

Activity #5: Characterization: A Blueprint for Character

Time: 150 minutes

Description

In this activity, students will learn how a writer reveals and develops character in a narrative work. They will also learn the conventions of writing dialogue as they explore how characters reveal themselves. As they write dialogue, students will consider the different levels of language, including the use of slang, jargon, dialect, colloquialism, and standard Canadian English.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LGV.01D - use knowledge of vocabulary and language conventions to speak, read, and write competently using a level of language appropriate to the purpose and audience;
- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts.

Specific Expectations:

Students will:

- LI2 .01D - use knowledge of elements of drama, such as plot and subplot, character portrayal, conflict, theme, mood, and point of view, to understand and interpret examples of the genre;
- WR5.16B - adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;
- LG1.02B - identify and explain examples of jargon, dialect, and colloquialism, as well as of standard Canadian English, in literary texts and in their own oral and written work;✤
- MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments.

Planning Notes

- The teacher will need to select short stories that provide examples of flat and round characters, and which illustrate the methods of developing character (e.g., "showing" through a character's words, actions, and thoughts, and "telling" through other characters' statements and through the author's/narrator's direct commentary).
- The teacher will need to prepare a worksheet on the use of punctuation in the writing of dialogue, and a list of adjectives and adverbs to describe character, and examples to illustrate the appropriate use of informal versus formal language (e.g., slang, jargon, dialect, colloquialism, standard Canadian English).
- The teacher will need to book the computer lab and co-plan with the teacher-librarian and others.

Prior Knowledge Required

- The students will know how an author reveals character.
- The students will know the types of conflict and the terms "protagonist" and "antagonist."
- The students will know how to use adjectives and adverbs, and correctly use quotation marks.

- The students will recognize the differences between formal and informal language and when it is appropriate to use each style.

Teaching/Learning Strategies

1. The teacher will use a short story or other narrative text with clearly developed characters to initiate a class discussion about how character is revealed.
2. Using a thought web, the students will generate an outline of attributes or character traits possessed by the characters in the story.
3. A teacher-librarian will teach the students how to use the computer to create a table to generate a list of vocabulary words describing character.
4. The teacher will introduce the methods writers use to delineate character: "showing and telling" a character's thoughts, words, and actions, and observing the comments of other characters and the author. A distinction will be made between author and narrator, protagonist and antagonist.
5. The teacher will conduct a lesson on the conventions of writing dialogue, focusing on the use of quotation marks, the placement of punctuation (e.g., commas, periods, exclamation marks, question marks), and paragraphing for each new character's speech. The teacher will use examples from texts or worksheets to illustrate these conventions. Instruction on the conventions of script writing may be necessary, depending on the type of text being studied.
6. The students will select a character who is not physically present in a narrative work, but is either alluded to or could be included. The students will re-write a specific section of the story, delineating the new character using at least two of the techniques studied throughout this activity. Alternatively, students, in pairs, will choose two characters from different texts and have them meet and clash in a conflict. Using a narrative text (e.g., script, dialogue, letters), the students will resolve the characters' conflict logically and effectively. The students might also assume the persona of a famous individual (e.g., entertainer, world leader, historical figure) and recall an incident that was a catalyst to the person's rise to fame. This latter strategy could involve library and Internet research, as well as cross-curricular learning.
7. The students will use the writing process to publish and polish their written products, attending especially to syntax and diction. The students will submit their polished products for evaluation.
8. Extension: The students will write and/or present their work in a variety of formats (e.g., audio or video recording of their script, dramatic reading, etc.).
9. The students will view a short video clip that focuses on character development and discuss what elements help to delineate character in this media form.

Assessment/Evaluation

1. Formative: - writing checklist
2. Summative: - writing rubric
   - quiz on narrative dialogue punctuation
   - product (LG1.02B)

Resources

Booth, D. The Writing Program 9. Toronto: Globe/Modern Curriculum Press, 1987. ISBN 0-88996-124-7

Boswell, W., B. Lamont and J. Martyn. The Writer's Voice 1. Agincourt: Methuen Publications, 1984. ISBN 0-458-98450-7

Struthers, J. R. The Possibilities of Story. Toronto: McGraw-Hill Ryerson Ltd., 1992. ISBN 0-07-551198-3

Struthers, J. R. The Possibilities of Story: Volume 2. Toronto: McGraw-Hill Ryerson Ltd., 1992. ISBN 0-07-551200-9

Accommodations

1. The teacher could provide the story on tape.

2. The story could be read aloud in choral reading style, in a small group with a good oral reader, by the teacher, or by a visiting story reader to model pronunciation and pace for students for whom English is a second language or with language impairments.
3. Peer tutors could be assigned to assist exceptional pupils.

Activity #6: Themes in Narrative Fiction

Time: 150 minutes

Description

In this activity, students will learn to distinguish between plot and theme, to distinguish between topic statement and theme, to identify theme in a work of narrative fiction, and to analyze the writer's purpose for exploring a particular theme.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.03B - identify and explain the effect of specific elements in a variety of literary and informational texts.

Specific Expectations:

Students will:

- LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;✤
- WR5.06D - construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial phases;
- MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation.

Planning Notes

- The teacher will need to compile a variety of short narrative texts, either in print or on video, focusing on a central character's development. The teacher should be aware of making choices appropriate to her/his classroom composition.
- The teacher will also require resources to teach the terms subject and predicate.
- The teacher will prepare a sample reader response to use as a model.

Prior Knowledge Required

- The students will know the definition of plot and the methods of characterization.
- The students will be able to identify and apply the terms "subject" and "predicate."

Teaching/Learning Strategies

1. The teacher will conduct a mini-lesson on the use of subject and predicate to enable students to make complete thematic statements later in this activity.
2. The students will read a narrative text. The students will observe the main character's development in the story as a method of understanding the story's theme(s).
3. The teacher will review the definition of plot, and distinguish it from the definition of theme. The students will add these terms to their print or electronic glossary.
4. In their notebooks or using word processing, students will describe the character's personality at the beginning of the story and again at the conclusion. What has the character learned? How has the character changed as a result of this new knowledge? What conflicts has the character faced?

5. The class will discuss these changes and list them using single words or phrases. The teacher will explain that it is through the conflict that the main character experiences and the changes that occur that the author shows the readers the theme. The list the class will have generated will include topics that can become the themes. From this list, the teacher will help the students to identify the story's major topics or issues (i.e., love, regret, prejudice).
6. The teacher will demonstrate how to make the story's topic (i.e., the subject of the sentence), and make it a complete thematic statement by adding the predicate, noting that changing the predicate changes the theme completely. For example, "Power corrupts those who abuse it" is very different from "Power ennobles when used wisely."
7. As a class, the students will read a short story and then view the video version of it. The latter version must have an ending that is different from that of the former.
8. After viewing the video, the students will engage in a brainstorming session focusing on the portrayal of character, the resolution of the conflicts, and consequently, the differences/similarities in the themes of the two versions. The students will write in their Response Journals.
9. Using the information gathered above, the students will produce an organized paragraph comparing the short story and video version, detailing which they prefer and why.
10. Extension: In pairs, the students will create a thematic statement and, in point form, create a short plot that illustrates that statement.
11. Extension: The students will choose a thematic statement and, using magazine photographs, newspapers, and pictures, they will create a collage that will demonstrate that theme.
12. Extension: The students will select a theme or themes from a narrative text and will produce a soundtrack which would reflect the theme(s). They will identify the songs and the artists chosen, the lyrics of the songs, and will explain why they have chosen particular songs for that soundtrack.

Assessment/Evaluation

1. Formative:
   - organized paragraph rubric
   - assessment of Response Journal
2. Summative:
   - glossary completion
   - notebook completion (LI1.03B)
   - quiz on the use of subject and predicate
   - creative project rubric

Resources

Banel, et al. More Strawberries: Reflections in Fiction. Scarborough: Nelson Canada, 1990. ISBN 0-17603044

Barry, J. (Ed.) Coast to Coast: Canadian Stories, Poetry, Non-Fiction and Drama. Toronto: Nelson Canada, 1994. ISBN 0-17-604704-2

de Bono, E. Lateral Thinking: Creativity Step by Step. New York: Harper and Rowe Publishers, 1973. ISBN 0-06-090325-2

de Bono, E. de Bono's Thinking Course. London: British Broadcasting Corp., 1982. ISBN 0-56316500-6

George, J. (Ed.) On Common Ground (3). Toronto: Oxford University Press, 1994. ISBN 0-19-541020-3

Haberman, A. On the Edge: Literature and Imagination. Don Mills: Oxford University Press, 1993.

Hilker, D. Transitions. Canada: Harcourt Brace & Co. Canada Ltd., 1995. ISBN 0-7747-0151

Accommodations

1. The teacher could provide the stories on audiotape.
2. The students could be paired for discussion purposes.
3. The teacher could simplify the information by using visuals for those students who learn holistically or have difficulty organizing details.

4. Peer coaching would be useful for some students who have difficulty with completing written work.

Activity #7: The Whole Picture

Time: 75 minutes

Description

This activity will help teachers assess students' overall knowledge of the elements of the narrative text. The students will learn that the form of a work should suit the audience and purpose. It will prepare them for the task of completing the culminating activity, Activity #8.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, and Language

Overall Expectations:

At the end of Grade 9, students will:

- LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms with a focus on plays, short stories, and short essays;
- WRV.05D - edit and proofread to produce final drafts, correctly using grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when possible.

Specific Expectations:

Students will:

- WR1.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;
- WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;✤
- LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
  - spelling: homophones and possessive pronouns and adjectives;
  - capitalization: for proper nouns and in direct quotations, scripts, dialogue, and poetry;
  - punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses.

Planning Notes

- The teacher will need to select a challenging narrative sight passage.
- The teacher will replicate the narrative elements organizer used in Activity #1.

Prior Learning Required

- The students will know the concepts taught throughout Activities #1– 6.

Teaching/Learning Strategies

1. The teacher will distribute a challenging narrative sight passage (ballad, story) and an organizer outlining the elements of a short story.
2. The students will read the passage and complete the organizer individually. They may use their notebooks as a resource. The organizers should be completed in more detail than the organizers completed initially in Activity #1.
3. The students will submit their organizers at the end of the period for teacher evaluation.
4. At the beginning of the following class, students will be given fifteen to twenty minutes to complete an entry in their Learning Log in order to evaluate their learning progress. They will consider what they have done, what they have learned about the narrative form, what questions

they still have, what skills they have developed, what skills they still need to develop, what goals they will set to improve their learning and thinking skills.
5. As an alternative, the teacher may wish to prepare a formal unit test.
6. This will also be an opportunity for students to start writing an assessment of the Narrative Forms and Voices Unit in their Response Journals.

Assessment/Evaluation

1. Formative: - self-evaluation using Learning Log
2. Summative: - teacher evaluation of organizer (WR2.01D)
   - unit test (optional)

Resources

Graham, N. Marking Success: A Guide to Evaluation for Teachers of English. Markham, Pembroke, 1992. ISBN 0-921217-85-4

Iveson, M., and S. Robinson. What's Fair? Scarborough: Prentice-Hall Canada Inc., 1993. ISBN 0-13-020256-8

MacNeill, J. A. Three Way Mirror. Scarborough: Nelson Canada, 1989. ISBN 0-17-603093-X

Web Sites

http://www.schoolnet.ca/
http://www.wier.yorku.ca/~wier/cdnauthor.html
http://www.cyberscol.qc.ca/
http://humanitas.ucsb.edu/users/hwang/English30/index.html

Accommodations

1. Narratives may be read aloud to the student.
2. The students may watch a video version of the story.
3. The teacher could provide the narrative at the appropriate reading level for students for whom English is a second language.

Activity #8: Create Your Own Narrative

Time: 300 minutes

Description

Using information from the activities in this unit, the students will create their own narrative in the form of a short story, narrative ballad, myth, legend, fairy tale, or radio drama.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

WRV.04D - revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity;

- WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

- MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

Students will:

- LG1.05D - recognize, describe and use correctly in oral and written language the language structures of standard Canadian English and its conventions of grammar and usage, including:
  - parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
  - simple, compound, and complex sentences;
  - components of sentences: subject, predicate, object, subject completion, prepositional and participial phrases,main and subordinate clauses;- agreement between subject and verb, and between pronoun and antecedent;
  - consistency of verb tenses, and of voice;
- LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audiences and purpose;✤
- LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, visual aids, and technology, as appropriate, to engage the audience's interest during oral presentations.

Planning Notes

- The teacher will have prepared a writer's checklist to help students organize their tasks and manage their time.
- A detailed outline to plan and write a narrative should be available to students who require it.
- The students will be given the assessment scheme before they begin the assignment.
- The teacher will arrange for a storyteller to visit the class.
- The teacher will know how to create certificates on the computer for the Writers Festival.
- The teacher will establish a date for the Writers Festival.
- Teachers may contact community groups or clubs, such as literary guilds, public libraries, historical societies, and art galleries, to help make links between this activity and the community.

Prior Knowledge Required

- The students will know the major concepts related to narrative structure: plot, setting, mood, conflict, point of view, characterization, and theme.
- The students will know the conventions of paragraphing and punctuation, particularly with regard to writing dialogue

Teaching/Learning Strategies

1. The teacher will preface this activity with an inspirational quotation: "In the tale, in the telling, we are all one blood. Take the tale in your teeth, then bite until the blood runs, hoping it's not poison; and we will all come to the end together, and even to the beginning: living, as we do, in the middle." (Ursula K. Le Guin)
2. The teacher will review the writing process, explaining that methods will vary. The teacher will describe several approaches to storywriting: a highly structured approach for those students who need support and guidance (e.g., a story planner), and brainstorming or a thought-webbing approach for those who are confident writers.
3. The teacher will distribute the assessment scheme and explain the criteria for evaluation.
4. The teacher will schedule time for conferencing, peer evaluation for each student, and computer use. The teacher must be sensitive to the fact that not all students will have equal access to computers.
5. The students working on the same type of project (e.g., narrative ballad or radio drama) will create their own peer-evaluation criteria for oral presentations with guidance from the teacher.
6. The students working on the same type of projects will serve as peer editors to prepare the presentations for the Writers Festival and the final draft to be submitted to the teacher for evaluation.

7. The students will present their narratives to the whole class using a variety of forms such as reading, acting, audio or video recording. This presentation will constitute the "Writer's Festival." A storyteller could be asked to participate in this event.
8. The students will be given an opportunity to continue their reflections on, and assessment of, the Narrative Forms and Voices Unit in their Response Journals.
9. Extension: The students will present their stories at a library, a bookshop, an elementary school, a coffee house, a senior citizens' home.
10. Extension: The students will create their own certificates of achievement on the computer. The class will vote for which one they like best for presentation at the awards ceremony.

Assessment/Evaluation

1. Formative: - group co-operation for peer editing
   - effort during creation of the product and participation in Writers Festival
2. Summative: - oral presentation based on student-generated assessment criteria (LG2.03D)
   - rubric for narrative writing
   - student assessment of the Narrative Forms and Voices Unit

Resources

http://www.cyberscol.qc.ca/
http://www.imt.net/~gedison/bookbind.html
http://www.wier.yorku.ca/~wier/cdnauthor.html

Accommodations

1. Augmentative communication devices for those students with severe communication disabilities should be provided

Unit 2: Poetic Forms and Voices

Time: 15 hours

Unit Developer(s)

Linda May Bell
Laura Cannon-Sherlock
Larry Hincks

Development Date: June - July 1999

Unit Description

Students read and study a variety of poetic forms and learn to identify different types of poems (i.e., lyric, expository, didactic, narrative, dramatic). Students apply appropriate strategies to read, understand, and interpret poetic texts. They learn to understand the value of auditory devices, figurative language, and form in creating powerful poetry. During this unit, students demonstrate their understanding of poetry by writing Response Journals, explications of poems, and original poetry; by participating in class activities; by presenting poems orally; by adapting a poem to a media form; and by creating a Poetry Anthology.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations: LIV.01D, LIV03D; WRV.01D, WRV.02D, WRV.03D, WRV.04D, WRV.05B; LGV.01D, LGV.02B; MDV.02D.

Specific Expectations: LI1.01D; LI1.03B, LI1.04D, LI1.05D, LI1.06D, LI1.07D, LI1.08D, LI3.01D, LI3.02D; WR1.02D, WR1.04D, WR2.01D, WR3.01D, WR4.01D, WR4.03D, WR4.04B, WR5.02B; LG1.01B, LG1.02B, LG1.04B, LG1.05D, LG1.07B, LG2.01D, LG2.02D, LG2.03D, LG2.04D; MD2.01D, MD2.03D.

Activity Titles (Time + Sequence)

Activity 1	Introduction: Poetic Licence	150 minutes
Activity 2	The Poet's Voice	150 minutes
Activity 3	Sensing The World	75 minutes
Activity 4	Sounding It Out	75 minutes
Activity 5	Poetry In the World Around Us	150 minutes
Activity 6	Reflections Of...	300 minutes

Unit Planning Notes

Provide poems and anthologies that reflect the diversity of student taste and the cultural diversity of the classroom. Invite students to bring in poetry that reflects their experiences, their cultures, and their histories. The teacher-librarian can provide a well-stocked poetry section in the library/school resource centre. Community resources are valuable assets as well. Find audiences for student writing in places such as magazines, newspapers, and web sites. Be cognizant of freedom of information guidelines and seek permission from both students and parents before sharing and/or posting students' work.

Prior Knowledge Required

The Ontario Curriculum, Grades 1-8, Language, 1997

Teaching/Learning Strategies

Because students learn in a variety of ways, teachers are to accommodate various learning styles in their teaching. For the students in the academic course, approaches should be more abstract than concrete. Students are given the opportunity to work independently, with partners, in small groups, and with the whole class. There are to be a range of activities to provide students with optimal opportunities to develop their language skills. The practices of teacher lecture, Socratic lesson, and whole class discussion should be complemented with opportunities for brainstorming, experimenting, discussing, researching, writing, dramatizing, and designing. Utilize community resources whenever possible. In the English classroom, the use of Response Journals should play an important role in helping students to identify and develop their ideas for writing and discussion, and their awareness of their own learning. Within the teaching of each activity, continue to review and/or teach lessons focussed on specific writing and language expectations. The culminating activity of this unit is a Poetry Anthology created by each student, which is a reflection of their learning experiences.

Assessment/Evaluation

Develop and utilise a full repertoire of evaluation tools and strategies: checklists, rubrics, exemplars, quizzes, anthologies, performance-based tasks, in order to measure the students' achievement of the course expectations. Diagnostic, formative, and summative evaluations are used to enhance student learning. Give students opportunities for peer evaluation and self-evaluation. Accommodations in assessment are necessary to ensure that the assessment accurately measures student learning. Accommodations are appropriate for exceptional pupils and students for whom English is a second language. Assessment tools and strategies should reflect a sensitivity to the cultural diversity within the English classroom.

Resources

Print

Aker, D. and D. Hodgkinson. *Language and Writing 9.* Toronto: ITP Nelson, 1999. ISBN 0-17-618681-6

Barlow-Kedves, A., ed. *SightLines 9.* Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Barry, J., ed. *Departures.* Scarborough: Nelson Canada, 1990. ISBN 0-17-603717-9

Barry, J., ed. *Themes On a Journey.* Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Blatchford, R., ed. *Poems 1: Longman Literature Series.* Don Mills: Addison Wesley Longman, 1995. ISBN 0-5822-5400-0

Blatchford, R., ed. *Poems 2: Longman Literature Series.* Don Mills: Addison Wesley Longman, 1995. ISBN 0-5822-5401-9

Blatchford, R., ed. *Poems from Other Centuries: Longman Literature Series.* Don Mills: Addison Wesley Longman, 1995. ISBN 0-5822-2585-X

Blatchford, R., ed. *Poems in My Earphone: Longman Literature Series.* Don Mills: Addison Wesley Longman, 1995. ISBN 0-5822-2587-6

Blatchford, R., ed. *Poetry: 1900-1975: Longman Literature Series.* Don Mills: Addison Wesley Longman, 1980. ISBN 0-5823-5149-9

Blatchford, R., ed. *Squeeze Words Hard: Longman Literature Series.* Don Mills: Addison Wesley Longman, 1998. ISBN 0-5820-5059-6

Bruchac, J. *New Voices from the Longhouse.* New York: Greenfield Review Press, 1989. ISBN 0-912678-68-2

Cameron, B. *Poetry in Focus*. Toronto: Globe-Modern Curriculum Press, 1983. ISBN 0-88996-066-6

Cameron, B. *Prism of Poetry*: Pathways to Writing. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7

Dawe, R. *ResourceLines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Diyanni, R., ed. *McGraw-Hill Book of Poetry*. Toronto: McGraw-Hill Ryerson, 1993. ISBN 0-07-016944-6

Dolan, M., ed. *Just Talking About Ourselves: Voices of Our Youth*, Volumes 1 and 2. Penticton: Theytus Books, 1995. ISBN 0-919-441-62-9

Dube, J. *Writing Sense 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-1445-X

Franceschi, M. *Pillars of Lace: The Anthology of Italian-Canadian Women Writers*. Toronto: University of Toronto Press, 1998. ISBN 1-55071-055-9

Fuller, S., ed. *The Poetry of Protest*. Don Mills: Addison Wesley Longman. ISBN 0-5820-8550-0

George, J., ed. *On Common Ground*. Toronto: Oxford University Press, 1994. ISBN 0-19-541020-3

Gillanders, C., ed. *Theme and Image: An Anthology of Poetry, Book 1*. Don Mills: Addison Wesley Longman. ISBN 0-7730-2302-X

Gillanders, C., ed. *Theme and Image: An Anthology of Poetry, Book 2*. Don Mills: Addison Wesley Longman. ISBN 0-7730-2651-7

Hairston, M. *Researching Online*. Don Mills: Addison Wesley Longman, 1999. ISBN 0-321• 05117-3

Hairston, M. *Student Manual for Peer Evaluation*. Toronto: Addison Wesley, 1993. ISBN 0-673-55251-9

Hilker, D. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2

Hilker, D. *Transitions*. Toronto: Harcourt Brace Canada, 1995. ISBN 0-7747-0151-X

Hirschfelder, A. and B. Singer, eds. *Rising Voices: Writings of Young Native Americans*. New York: Ballantine Books, 1993. ISBN 0-684-19207-1

Ireland, R. *The Poet's Craft*. Toronto: Harcourt Brace, 1987. ISBN 0-7747-1215-5

Johnson, P.E. *Flint & Feather*. Halifax: Henson College. ISBN 0-919645-26-7

Kellow, B. and J. Krisak, eds. *Poetry and Language*. Toronto: McGraw Hill-Ryerson, 1995. ISBN 0-07-548620-2

Kirkland, G. and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4

Kooy, M. and J. Wells. *Reading Response Logs*. Markham: Pembroke Publishers. ISBN 1-55138-040-4

Liffiton, L. and J. McAllister, eds. *Poetry Alive Reflections*. Mississauga: Copp Clark Pitman Ltd., 1993. ISBN 0-7730-5167-8

Luengo, A., ed. *Literature and Media 9*. Toronto: Nelson English, ITP, 1999. ISBN 0-17-618701-4

Littell, J. *Building English Skills: Grade 9 (Orange Level) Student Workbook*. Toronto: Irwin Publishing, 1983. ISBN 0-7725-5140-5

Metcalf, J. and G. Callaghan, eds. *Rhyme and Reason*. Toronto: McGraw-Hill Ryerson. ISBN 0-77-003211-7

Mouland, E., ed. *Tracing One Warm Line: A Selection of Canadian Poetry*. Saint John's, NF: Breakwater Books, 1995. ISBN 1-55081-089-8

Perreault, J. and S. Vance, eds. *Writing the Circle: Native Women of Western Canada*. Edmonton: NeWest Publishers, Limited, 1999. ISBN 0-920897-88-6

Saliani, D. *Crossroads 9*. Toronto: Gage, 1999.

Sartor, J. *Write Poetry Now*. Hamilton: Tree House. Order #G-21

Sloan, M. *Moving Borders: Three Decades of Innovative Writing by Women.* Jersey City, NJ: Talisman House, 1998. ISBN 1-883689-47-3

Smith, P., ed. *The Harcourt Writer's Handbook.* Toronto: Harcourt Brace, 1999. ISBN 03-922309-4

Solomon, A. *Eating Bitterness: Visions Beyond the Prison Wall.* Toronto: N C Press, Limited. ISBN 1-55021-084-X

Solomon, A. *Songs for the People: Teachings on the Natural Way.* Toronto: 1990. ISBN 1-55021-058-0

Toutant, A. *Endless Possibilities.* Toronto: Oxford University Press, 1998. ISBN 0-19-541364-4

Van Etten, J., ed. *Resource Reading List: An Annotated Bibliography of Recommended Works By and About Native Peoples.* Toronto: CASNP, 1996. ISBN 0-921425-03-1

Verall, C., ed. *All My Relations: Sharing Native Values Through The Arts.* Toronto: CASNP, 1988. ISBN 0-921425-02-3

Verrall, C. and P. McDowell, eds. *Resource Reading List 1990: Annotated Bibliography of Resources By and About Native People.* Toronto: CASNP, 1990. ISBN 0-921425-03-1

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women.* Lawrenceville, NJ: Africa World Press, 1992. ISBN 0-86543-195-7

Wood, N. *Spirit Walker.* New York: Doubleday, 1993. ISBN 0-385-30927-9

Video

Artful Resonance: Theme in Poetry. Oakville: Magic Lantern Communications Ltd. Code #64-31-503

Distant Voices: Myth, Symbolism and Allusion in Poetry. Oakville: Magic Lantern Communications Ltd. Code #64-31-502

An Echo to the Sense: Prosody and Form in Poetry. Oakville: Magic Lantern Communications Ltd. Code #64-31-501

The Sacred Words: The Elements of Poetry. Oakville: Magic Lantern Communications Ltd. Code #64-31-497

A Sense of Place: Setting and Character in Poetry. Oakville: Magic Lantern Communications Ltd. Code #64-31-498

Seeing Anew: Rhetorical Figures in Poetry. Oakville: Magic Lantern Communications Ltd. Code #64-31-500

Tools of the Trade: Words and Images in Poetry. Oakville: Magic Lantern Communications Ltd. Code #64-31-499

Web Sites

Aboriginal Links Site
http://johnco.com/native/(A.LS)
http://bloorstreet.com/300block/aborl./AL

Canadian Poetry Association
http://www.mirror.org/groups/cpa

English Literature
www.lit.kobe-u.ac.jp~hishika/2oc_poet

League of Canadian Poets
http://www.poets.ca

Patrick Martin's Web Page: The Poetry Resource
www.pmpoetry.com/index

Poet's Corner
www.geocities.com/Athens/Acropolis/2012poems

University of Toronto English Library
http://utl.library.utoronto.ca/www/canpoetry/index_poet.htm

Writers' Federation of Nova Scotia
www/chebucto/n.s.ca/Culture

Activity 1: Introduction: Poetic Licence

Time: 150 minutes

Description

Students read and study a variety of poetic texts and learn to identify specific types of poems and poetic devices.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as presenting for specific purpose and audience.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encylopedias;

LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;

LI1.06D - use specific evidence from a text to support opinions and judgements;

LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;

WR1.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopaedias, electronic news groups, e-mail messages, and electronic databases;

LG1.01B - describe strategies used to expand vocabulary and provide evidence of other vocabulary-building activities; ❖

LG1.02B - identify and explain examples of slang, jargon, dialect, and colloquialism, as well as of standard Canadian English in literary texts in their own oral and written work ;

LG2.01D - communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;

LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others; ❖

LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations.

Planning Notes

- Prepare a selection of poems which contains the requisite poetic devices (i.e., simile, metaphor, personification, imagery, onomatopoeia, oxymoron, alliteration, and symbol) and diverse forms (e.g., sonnet, limerick, rhyming couplet, free verse, lyric, haiku, shape, concrete, computer, quatrain, ballad, acrostic, dramatic monologue, parody, found, cinquain, graffiti, mural, advertisements/jingles). The poems should reflect the diversity of Ontario's students.
- Collect poems that contain examples of slang, jargon, dialect, and colloquialism, as well as standard Canadian English.
- Prepare a checklist by which to complete diagnostic assessment of the students' prior learning of poetic devices.
- Establish at the outset that the focus of this unit is to allow students to respond to, analyse, and write poetry with enjoyment.
- Contact community groups such as literary guilds, poets, public libraries, art galleries, and newspapers to use as resources for this unit if desired.
- Prepare an outline for an annotated glossary, either electronic or print.

Prior Knowledge Required

- *The Ontario Curriculum Grades 1-8, Language, 1997*
- Students have knowledge of, and are able to identify in a poem, the poetic devices mentioned above.
- Students are familiar with the expectations of group work.
- Students know the teacher's expectations for oral presentations.

Teaching/Learning Strategies

1. Pose the question to students: What is poetry? The purpose of this introductory question is to help foster an understanding of poetry and to demystify the genre. The students may brainstorm in small groups, individually, or as a class. At any point in this unit, the teacher may wish to use excerpts from the movie *Dead Poets' Society* to elicit responses or act as a stimulus for ideas.
2. Use an inspirational quotation, or even a ridiculous one, about poetry to elicit additional responses, or to challenge any positive or negative bias students may have about poetry (e.g., "The ideal reader must be sensitive to words over their whole poetic range, and respond to poetry musically, emotionally, imaginatively." Katherine M. Wilson)
3. The class explores the heightened language used in poetry. A useful tool would be a brief organizer contrasting literary, imaginative, and subjective language to scientific, factual, and objective language. Compare and contrast the language used in Alfred Lord Tennyson's poem "The Eagle": the original text [Source: *Themes On the Journey*], a cartoon version of the poem, and an encyclopaedia definition of eagle. The terms diction, denotation, and connotation may be introduced. Another example is a news article entitled "Man, 19, Dies in Cycle Accident", which is compared to an observer's feelings about the same event in the poem "5 p.m./July/the city" [Source: *Inside Poetry*].
4. Emphasize the importance of words and their definitions. Explain strategies to help students expand their vocabularies, and use poems to illustrate slang, dialect, and colloquialism.
5. The terms and definitions are reviewed with the students in a variety of ways. Any method leads to students having a complete glossary of poetic terms in their notebooks or on disk (e.g., the students could use definition cards posted around the room as reference guides throughout the unit and from

which to complete their glossaries). Students are able to identify these terms as they are used in a poem as a form of diagnostic assessment.

6. In a plenary session, consider why these devices are so commonly used in poetry. This session provides a framework for group discussion about individual poems and the effective use of the devices in each group's poems in Strategy 7.
7. Review the expectations for group work with students and divide the class into groups of four to five. Distribute to the students the same package of poems which contain poetic devices and which reflect a variety of forms. Within each group, students explore and examine the poetic devices used in different teacher-assigned poems (not necessarily the whole package of poems/group). They can use overhead markers and acetates to highlight poetic devices and jot down margin notes about their poems and their ideas about the effective use of devices in the poem in preparation for a whole-class presentation. All students have read and become familiar with the poems in the package, although each group will be experts on only two to three poems.
8. Students then present their discoveries and analyses to the class. Review expectations for oral presentations. Students are able to respond to each presentation and comment further on the effectiveness of the devices in each poem. Alternatively, the teacher may decide to use a Jigsaw format (with home groups and expert groups) for this activity, rather than whole class presentations.
9. In their Response Journals, students also keep a record of their reactions to the poems they read throughout this unit, considering why they like or dislike a particular selection.
10. Explain to students that the final activity for this unit will be a published personal anthology of poems and reflections on poems. Throughout the unit, students have opportunities to read selections of poetry and write their own poems as well, from which they will compile an anthology containing their own best, and favourite pieces by others. The anthology will include other pieces of writing as well, such as explications and responses.
11. Each student is provided with a stimulus (e.g., news article, photo, artwork) as a springboard to writing a poem that may be included in a personal anthology. Students may choose any form they wish, but must use poetic devices appropriate to the form. Use of word processors and desktop publishing tools to complete this writing assignment would be beneficial, especially to give students access to different fonts, styles, and an electronic dictionary and thesaurus.

Assessment/Evaluation

Diagnostic: assessment of students' prior learning of poetic devices
Formative: assessment of group co-operation (checklist)
Summative: assessment of group presentations (checklist) (LG2.02D) and students' glossaries (LG1.01B)

Resources

Aker, D. and D. Hodgkinson. *Language and Writing 9*. Toronto: ITP Nelson, 1999. ISBN 0-17-618681-6

Barlow-Kedves, A., ed. *SightLines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Barry, J. *Themes On a Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Cameron, B. *Prism of Poetry: Pathways to Writing*. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7

Diyanni, R., ed. *The McGraw-Hill Book of Poetry*. Toronto: McGraw-Hill Ryerson, 1993. ISBN 0-07-016944-6

Kellow, B. and J. Krisak, eds. *Poetry and Language*. Toronto: McGraw Hill-Ryerson, 1995. ISBN 0-07-548620-2

Kirkland, G. and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4

Liffiton, L. and J. McAllister. *Poetry Alive Reflections*. Mississauga: Copp Clark Pitman Ltd., 1993. ISBN 0-7730-5167-8

Luengo, A., ed. *Literature and Media 9*. Toronto: Nelson English, ITP, 1999. ISBN 0-17-618701-4

Mouland, E., ed. *Tracing One Warm Line: A Selection of Canadian Poetry*. Saint John's, NF: Breakwater Books, 1995. ISBN 1-55081-089-8

Perreault, J. and S. Vance, eds. *Writing the Circle: Native Women of Western Canada*. Edmonton: NeWest Publishers, Limited, 1999. ISBN 0-920897-88-6

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women*. Lawrenceville, NJ: Africa World Press, 1992. ISBN 0-86543-195-7

Wood, N. *Spirit Walker*. New York: Doubleday, 1993. ISBN 0-385-30927-9

Accommodations

- Emphasize the development and understanding of vocabulary relevant to this unit and this activity for ESL students.
- Pair successful students as peer mentors with those needing remediation and consolidation of skills, and to assist with reading/writing tasks.
- Alter the mode of student presentation to accommodate students with physical disabilities, learning disabilities, and behavioural problems.
- Make audio cassette copies of poems available to visually impaired students.

Activity 2: The Poet's Voice

Time: 150 minutes

Description

Students understand the concept of poetic voice and the factors that dictate what voice a poet might use. Students also participate in a Reader's Theatre.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopaedias;

LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;

LI106D - use specific evidence from a text to support opinions and judgements;

LI1.08D - explain how the background of the author might influence the information and ideas in a text;
WR1.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopaedias, electronic news groups, e-mail messages, and electronic databases;
WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems; ❖
LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose.

Planning Notes

- The teacher and the students might invite guest poets, published or non-published, to speak to the class about poetic voice. Alternatively, the teacher could schedule time for students to have access to poetry on the Internet.
- In collaboration with the teacher-librarian, the teacher will locate resources to allow the students to research particular poets.
- The teacher and teacher-librarian prepare a selection of poet profiles and accompanying poems by those poets to be used as examples.

Prior Knowledge Required

- *The Ontario Curriculum Grades 1-8, Language, 1997*
- Knowledge of the performance requirements of Reader's Theatre.
- Knowledge of the proper procedure for conducting research.

Teaching/Learning Strategies

1. The teacher and students might invite a poet into the class to read a selection of poetry to debunk the myth that all poets are dead. The students within the school studying creative writing or who write poetry well would also be excellent guests for this activity. If a published poet is unavailable, there are web sites such as the Poets' League of Canada, which students may access for the purpose of dialogue with a poet. The students should be reminded not to disclose personal information while on the Internet. There are also several songs (e.g.,"Goodnight, Saigon" by Billy Joel, who never served during the Vietnam War) or videos (e.g., NFB poets series) which demonstrate the concept of poetic voice/persona, as distinct from poet.
2. Students have the opportunity to ask the poet about the work, and the realization should be that some of the poet's work is based on personal experience, while other poems are based on imagination. Point out that the voice the poet has used, even if it is first person, may not necessarily refer to the poet.
3. The teacher poses the question, How does assuming a role contribute to the point of view? In pairs or in groups, students will assume a persona and discuss the characteristics of this persona. Students write a dramatic monologue for that character. They need to brainstorm setting, circumstance, intent, conflict, mood, and the identity and characteristics of their passive listener.
4. Students rehearse and present their dramatic monologues as part of a Reader's Theatre. A peer-assessment checklist for the group performance is developed by the students and the teacher.
5. Students may decide to revise and use these dramatic monologues as part of their personal poetry anthology for Activity 6.
6. Students examine how the voice of the poem is sometimes determined by the poet's background. They read a selection of poems in conjunction with the poet profiles in the text to determine how poets' backgrounds influence the ideas and information in their writing.

7. In preparation for Activity 6, students select a poet they find interesting and research information about the poet to understand what relevance that information provides for understanding "voice" in the poet's work.

Assessment/Evaluation

Formative: evaluation of group effort and interaction (checklist)
Summative: assessment of Reader's Theatre (rubric) (WR3.01D)

Resources

Barry, J. *Themes On a Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Barlow-Kedves, A., ed. *SightLines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Bruchac, J. *New Voices from the Longhouse*. New York: Greenfield Review Press, 1989. ISBN 0-912678-68-2

Cameron, B. *Prism of Poetry: Pathways to Writing*. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7

Dawe, R., et al. *ResourceLines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Hairston, M. *Student Manual for Peer Evaluation*. Toronto: Addison Wesley, 1993. ISBN 0-673-55251-9

Hilker, D. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2

Kirkland, G. and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4

Munger, Anderson and Benjamin. *Researching Online* (2nd Edition). Don Mills: Addison Wesley Longman, 1999. ISBN 0-321-02714-0

Accommodations

- Augmentative communication devices might be used for students with communication exceptionalities.
- Use a variety of poems that reflect the cultural diversity of Ontario's students.

Activity 3: Sensing the World

Time: 75 minutes

Description

Students explore a selection of poems that employ powerful imagery and figurative language. Students demonstrate their understanding through a supported explication of a poem and their own writing.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.03D - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

WRV.04D - revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing; ❖

LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol to achieve particular effects in their writing ; ❖

WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;

WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work;

WR4.03D - make constructive suggestions to peers;

LG1.04B - select words and phrases appropriate to informal and formal styles to suit the purpose and intended audience of oral and written work;

LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech: nouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
- simple, compound, and complex sentences;
- components of sentences: subject, predicate, object, subject complement, prepositional and participial phrases, main and subordinate clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice.

Planning Notes

- Remind students to collect objects and visuals as possible stimuli for writing poetry and to select items appropriate for a classroom. The teacher and the students establish a list of criteria. These items are to be kept in the students' Writing Folders.
- Collect samples of poems that use imagery effectively and reflect the diversity of Ontario's students.
- This activity provides an excellent opportunity to explore the compact use of nouns, verbs, adverbs, and adjectives in poetry.
- Students use the definitions and examples of poetic devices from Activity 1 that were posted around the room or in their glossaries.

Prior Knowledge Required

- *The Ontario Curriculum Grades 1-8, Language, 1997*
- Students know the poetic devices reviewed in Activity 1.
- Students know correct paragraph structure, replete with analysis and evidence.
- Students know how to offer constructive criticism of peers' work.

Teaching/Learning Strategies

1. Provide a definition of the term "imagery" to be included in the students' glossaries.
2. Students review the definitions of poetic devices from Activity 1, and discuss the effective use of such devices with a view to avoiding clichéd or hackneyed expressions. This review takes the form of a quiz.
3. Lead a discussion about the use of heightened language, reviewing diction, connotation, and denotation. Use poems, real estate listings, or a worksheet (e.g., a denotative versus a connotative description of a sport).
4. The teacher and students explore the use of vivid nouns and verbs, and then the use of evocative adjectives and adverbs. This knowledge enhances students' ability to write poetry.
5. Ask each student to choose an item from her/his Writing Folder. This item is used as a stimulus for the student's writing.

6. The technique of free writing is introduced. This technique involves intense continuous writing for five to ten minutes without concern for errors or logic. Students describe their objects in vivid detail, appealing to the five senses without actually naming the item.
7. After writing, the items are placed at the front of the room and students exchange their writing with partners. Peers try to find the appropriate items based on the free writing descriptions.
8. Students then revise their free writing into a poetic form, with an emphasis on creating images using heightened language. Students may combine their poems by linking common themes and/or images.
9. Each student writes an explication (e.g., an analysis which promotes an understanding of form, style, and meaning) of the poem, explaining the use of diction and phrasing and stylistic devices to achieve particular effects in the writing. A sample explication could be provided as a model. Students submit these analyses for summative evaluation.
10. Students submit the final versions of their poems for formative evaluation. These poems may be included in the students' personal anthologies in Activity 6.

Assessment/Evaluation

Formative: quiz on poetic devices, poem (rubric)
Summative: analysis of a poem (LI3.01D) (L13.02D)

Resources

Aker, D. and D. Hodgkinson. *Language and Writing 9*. Toronto: ITP Nelson, 1999. ISBN 0-17-618681-6

Blatchford, R., ed. *Squeeze Words Hard: Longman Literature Series*. Don Mills: Addison Wesley Longman, 1998. ISBN 0-5820-5059-6

Cameron, B. *Prism of Poetry: Pathways to Writing*. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7

Hilker, D. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2

Kirkland, G., and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4

Luengo, A., ed. *Literature and Media 9*. Toronto: Nelson English, ITP, 1999. ISBN 0-17-618701-4

Metcalf, J. and G. Callaghan, eds. *Rhyme and Reason*. Toronto: McGraw-Hill Ryerson. ISBN 0-77-003211-7

Accommodations

- Provide assistance for students who are language impaired, or for whom written output is difficult using a scribe, a voice-activated word processing program, and/or spelling and grammar check programs.
- Have available, as exemplars or guides, finished products at different levels for students to use as models.
- Students who have difficulty with handwriting or time management might tape record their analyses.

Activity 4: Sounding It Out

Time: 75 minutes

Description

Students explore a selection of poetry that contains auditory devices (e.g., alliteration, onomatopoeia, rhyme, and rhythm). Students prepare choral readings to demonstrate their understanding of the impact of sound and rhythm in a poem.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.03D - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.02B - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.02D - use knowledge of a variety of media forms, purposes, audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;

LI1.04D - locate explicit information and ideas in texts, to use in developing opinions and interpretations;

LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;

LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing ;

WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;

LG2.01D - communicate orally in group discussion for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;

LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purposes; ❖

MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation.

Planning Notes

- Prepare a collection of poems which utilize auditory devices, and which reflect the diversity of Ontario's students.

Prior Knowledge Required

- *The Ontario Curriculum Grades 1-8, Language, 1997*
- Students are able to identify auditory devices.
- Students know the process by which to prepare and rehearse a choral reading.

Teaching/Learning Strategies

1. Present an oral reading of a poem that contains auditory devices (e.g., Wilfred Owen's "Dulce Et Decorum Est", Ken Norris's "[You are reading this too fast]", *Literature and Media 9*).
2. The class discusses what elements are evocative and gives reasons explaining why.

3. Students are told that they will be participating in a choral reading. The teacher introduces the technique of choral reading. In choral reading, a group expresses through sound what the poet has written down. Students must be aware of the skills used in speaking: knowing the meanings of words, emotional tone, pitch, pace, pause and phrasing, emphasis, articulation, pronunciation, enunciation, rate, volume, and variety in voice. One technique involves a choir speaking in unison, with solo speakers in groups of higher and lower voices. Another technique is antiphonal, where two groups alternate lines or stanzas, appropriate to the particular poem. There is also the cumulative technique, where one begins with a small number of voices, and line by line, increases the number of voices. This technique results in a swelling volume and depth.
4. In groups, students read different poems. They determine which auditory elements have been used and discuss why they are effective. They ascertain which auditory elements should be emphasized in preparation for the choral reading of the poem.
5. Students prepare, rehearse, and then perform their choral reading for their peers.
6. The students' oral poetry reading is shared with the class and an ensuing discussion focusses on the effective use of the oral tradition.
7. Extension: The students may select one of these poems and write an explication or a personal response. Students may use the poem and this piece of writing for their anthologies in Activity 6.
8. Extension: Students may wish to record their poems on audiotape, videotape, or compact disc and then determine what aspects have been strengthened or weakened by the adaptation.

Assessment/Evaluation

Formative: group work process (checklist)
Summative: teacher evaluation of oral presentations (LG2.03D)

Resources

Blatchford, R., ed. *Poems 1: Longman Literature Series*. Don Mills: Addison Wesley Longman, 1995. ISBN 0-5822-5400-0

Blatchford, R., ed. *Poems in My Earphone: Longman Literature Series*. Don Mills: Addison Wesley Longman, 1995. ISBN 0-5822-2587-6

Hilker, D. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2

Kellow, B. and J. Krisak, eds. *Poetry and Language*. Toronto: McGraw-Hill Ryerson, 1995. ISBN 0-07-548620-2

Kirkland, G. and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4

Kooy, M. and J. Wells. *Reading Response Logs*. Markham: Pembroke Publishers. ISBN 1-55138-040-4

Luengo, A., ed. *Literature and Media 9*. Toronto: Nelson English, ITP, 1999. ISBN 0-17-618701-4

Accommodations

Alter the mode of student presentation to accommodate students with physical disabilities, learning disabilities, and behavioural problems.

Activity 5: Poetry In the World Around Us

Time: 150 minutes

Description

Students become aware of the prevalence of various forms of poetry in the world around them. They continue an examination of stylistic devices begun earlier in this unit, and will subsequently be able to comment on the efficacy of these devices in the different forms.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;

LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;

LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol to achieve particular effects in their writing ;

WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences; ❖

LG2.01D - communicate orally in group discussion for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;

LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;

MD2.03D - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.

Planning Notes

- The teacher acquires protest songs on audiotape or videotape with accompanying lyrics. Alternatively, the teacher invites students to bring in poetry that reflects their experiences, their cultures, and their histories.
- Remind students that all materials must be appropriate for the classroom.
- Additionally, the teacher and the students prepare a collection of advertisements, T-shirts, graffiti, greeting cards, and murals, which demonstrates the stylistic elements of poetry as they are discussed in this activity.

Prior Knowledge Required

- *The Ontario Curriculum Grades 1-8, Language, 1997*
- Students are familiar with writing personal responses.
- Students know how to complete a graphic organizer.
- Students know appropriate presentation techniques.

Teaching/Learning Strategies

1. On the chalkboard/overhead/electronic LCD projector, write the quotation: "Poetry is all around us" and then pose the question to the students: Is this true or false?
2. In a plenary session, students brainstorm ways poetry is around us. As a coda to this brainstorming, discuss the following quotation: "Life is response to the world within and around us. Our responses are intellectual, emotional, behavioural, spiritual, and physical. Pure experience is a transitory awareness. It is all here and then gone...It lives only in our fading, evolving memory, unless we capture it in...words." [James Barry].
3. The class listens to or watches a song/video. The teacher may wish to use protest music as a thematic basis for further exploration. Students appreciate that music lyrics, and thus poetry, are a form of expression that evokes strong emotional responses and is often linked to the intellect.
4. The teacher and class discuss the poetic techniques used in the song(s) and examine their effectiveness in communicating emotion and meaning. They explore the appeal of music lyrics as a form of communication that has lasted through the ages.
5. Discussion questions might include: Why do corporations/businesses often purchase the rights to music? What are the effects of the commercialization of music and celebrity endorsements of particular products?
6. Ask the students about the themes in "their" music: Is there an inherent commonality among teenagers across the generations? Discuss the ever-increasing proliferation of song "remakes" if desired. Are these themes worth writing about? Students should be made aware that the themes in music, like poetry, capture the range of human experience and must be captured in words before the experience fades.
7. The teacher or the students may provide a contemporary or historical music video with the lyrics. The students analyse why it is effective as a poem. "Poetry is man's rebellion against being what he is." [James Branch Cabell]. The teacher may decide to explore protest poetry by Wilfred Owen, "Dulce et Decorum Est"; Dylan Thomas, "Do Not Go Gentle Into that Good Night"; Langston Hughes, "I Too Am America"; songs of revolutions, such as French and American; 1950s Beat poetry; 1960s counterculture music. Some historical context needs to be provided for historical protest anthems. For their anthologies, students may wish to research and write a poem or song about an historical or contemporary issue. Remind students that material to be shared in the classroom must be appropriate to guidelines set out in unit planning.
8. Give the students a copy of a poem or song suitable for analysis. Students write a response in which they discuss the poetic techniques used and the effectiveness of each (i.e., theme, tone).
9. In groups, the students examine different forms of poetry in the world around us (i.e., greeting cards, advertisements, murals, graffiti.)
10. Using a graphic organizer, the students explore why each form is poetry and the intended audience of each:

Stylistic Devices (i.e., simile, metaphor, symbol, diction, alliteration, onomatopoeia , rhythm, rhyme)	Form	Mood/ Emotional Response	What images are created and how?	What insight or truth emerges from the poem?	Voice	Audience	Why is the poem effective?

11. Each group presents its findings to the class in a brief oral presentation.

12. Students write their own form of poetry (e.g., greeting card, advertisement slogan or jingle) to parallel the forms explored in class. This writing may be included in Activity 6 anthology.
13. Extension: Students could create a poster or video based on their writing in Strategy 8 above.

Assessment/Evaluation

Formative:

- teacher assessment of students' Response Journals
- completion checklist for student poetry writing
- teacher assessment of student participation in class discussion

Summative:

- teacher evaluation of students' group presentations
- completion checklist for graphic organizer (WR2.01D)

Resources

Aker, D. and D. Hodgkinson. *Language and Writing 9*. Toronto: ITP Nelson, 1999. ISBN 0-17-618681-6

Barlow-Kedves, A., ed. *SightLines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Barry, J., ed. *Themes On a Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Blatchford, R., ed. *Poems in My Earphone: Longman Literature Series*. Don Mills: Addison Wesley Longman, 1995. 0-5822-25-85-X

Cameron, B. *Prism of Poetry: Pathways to Writing*. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7

Dolan, M., ed. *Just Talking About Ourselves: Voices of Our Youth, Volumes 1 and 2*. Penticton: Theytus Books, 1995. ISBN 0-919-441-62-9

Dube, J. *Writing Sense 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-1445-X

Fuller, S., ed. *The Poetry of Protest*. Don Mills: Addison Wesley Longman. 0-5820-8550-0

Hirschfelder, A. and B. Singer, eds. *Rising Voices: Writings of Young Native Americans*. New York: Ballantine Books, 1993. ISBN 0-684-19207-1

Kellow, B. and J. Krisak, ed. *Poetry and Language*. Toronto: McGraw Hill-Ryerson, 1995. ISBN 0-07-548620-2

Kirkland, G. and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4

Luengo, A., ed. *Literature and Media 9*. Toronto: Nelson English, ITP, 1999. ISBN 0-17-618701-4

Mouland, E., ed. *Tracing One Warm Line: A Selection of Canadian Poetry*. St. John's, NF: Breakwater Books, 1995. ISBN 1-55081-089-8

Sloan, M. *Moving Borders: Three Decades of Innovative Writing by Women*. Jersey City, NJ: Talisman House, 1998. ISBN 1-883689-47-3

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women*. Lawrenceville, NJ: Africa World Press, 1992. ISBN 0-86543-195-7

Accommodations

- Provide a checklist of specific steps to follow for students with time management or sequencing problems.
- Provide assistance for students who are language impaired or for whom written output is difficult by providing a scribe, a voice-activated word processing program, and/or spelling and grammar check programs.

- Simplify the information by using visuals for those students who learn holistically or have difficulty organizing details.
- Talking books are available from the W. Ross MacDonald School for the Blind and local public libraries for those students who are sight impaired.

Activity 6: Reflections Of...

Time: 300 minutes

Description

Students apply the knowledge and skills they have learned about poetic language, form, and devices to prepare poetry anthologies. They present poems or selections of poems in an appropriate forum.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

WRV. 01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

WRV.04D - revise their written work, independently and collaboratively, with a focus on support for ideas, and opinions, accuracy, clarity, and unity;

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as presenting for specific purposes and audiences.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres;

WR1.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopaedias, electronic news groups, e-mail messages, and electronic data bases;

WR1.04D - use the information and ideas generated by research to develop the content of the written work;

WR2.01D - demonstrate an understanding of literary and informational forms, such as poems by selecting and using forms of writing appropriate to different purposes and audiences; ❖

WR4.01D - revise drafts to ensure that ideas are adequately developed to achieve clarity and unity;

WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work;

WR5.02B - select the publication method or vehicle most accessible or appealing to the intended audience;

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling: homophones and possessive pronouns and adjectives;

- capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
- punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, quotation marks, parentheses, ellipses;

LG2.03D - plan and make oral presentations to a small group or the class selecting and using vocabulary and methods of delivery to suit audience and purpose.

Planning Notes

- The teacher, teacher-librarian, and students co-ordinate the use of the library/resource centre and/or computer lab to assist with research.
- The teacher and students review Internet safety, particularly with respect to e-mail and chat rooms.
- Collect samples of poetry anthologies that reflect the diversity of Ontario's students. The collection is to be comprised of student and class anthologies, as well as commercially published ones.
- The teacher and the students create the evaluation criteria for this activity.
- Collect samples of poems that use a diverse range of punctuation with varied effects.
- Contact poetry associations, local poets, public libraries, art galleries, coffee houses, trustees, newspapers, or local publications to assist in this activity if desired.
- The teacher and the students could explore opportunities for students to present their poetry in the school, in the board, or in the region; possibly in contests. The teacher should ensure the validity of contests.
- Be cognizant of guidelines regarding freedom of information and consult both students and parents before posting and/or sharing students' work.

Prior Knowledge Required

- *The Ontario Curriculum Grades 1-8, Language, 1997*
- Because this is the culminating activity of the unit, students know the information, concepts and techniques taught throughout Activities 1-5.
- Students know how to conduct research and use a variety of computer software programs.

Teaching/Learning Strategies

1. As an introduction to this activity, distribute several samples of anthologies for the students to browse through.
2. Ask: What is the intent of an anthology? This question is posed to explore the purpose of an anthology and to examine how an anthology is designed and crafted.
3. In a plenary session, the teacher and the students brainstorm, and then create a list of criteria for students' anthologies. This list may comprise the total number of poems to be included, the number of student poems to be included, a table of contents, a foreword, explications, historical relevance, cultural relevance, background information on poets, a profile of the editor, graphics, and/or student responses.
4. Distribute these evaluation criteria for the anthology and the poetry presentation to the students.
5. Each student determines the focus of the anthology (i.e., thematic, cultural, historical).
6. Students use the library/resource centre or computer lab to research and collect a series of poems to be included in their anthologies. They use a variety of print and electronic resources to gather information and explore ideas for their written work as well as for their research. Students are reminded of Internet safety.
7. Some of the poems to be included in the anthologies will be the students' work. Therefore, to demonstrate their understanding of poetic forms, they use them appropriately in their writing. The students may use the poems they have written in Activities 1-5.
8. The teacher and students explore how punctuation is adapted for poetry and its effect on the reading of a poem.

9. Students write detailed explications of poems in their anthologies. In each of these explications, the students comment on the poet's background, the historical significance, the possible interpretations, the form, poetic devices, design techniques, tone, mood, and diction. Students also write responses for some of the poems in their anthologies.
10. Students seek suggestions for their work, and have the opportunity to revise and edit their work, either independently or collaboratively.
11. Students finalize their anthologies, ensuring they have included all the required elements. The students may choose to include additional elements.
12. The teacher and the students review the expectations for oral presentations. Each student selects, prepares, and shares her/his best poem with the class.
13. Students share their poetry in a suitable forum (i.e., coffee house, in-class poetry reading) and are given the opportunity to respond to each presentation.
14. The teacher and the students display the poetry anthologies in the classroom, at a sharing forum, on a class web page, in a display case, local library, art gallery, or book shop. The students might share their poems with a local poet, trustees, or at a community poetry reading.
15. Extension: A student may choose to present her/his anthology in a form other than a printed booklet. Other possible forms might include audiotape, videotape, compact disc, or computer presentation.

Assessment/Evaluation

Formative: anthology (self-evaluation)
Summative: oral presentation of poem, anthology (rubric) (WR2.01D)

Resources

Barlow-Kedves, A., ed. *SightLines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Barry, J. *Themes On a Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Cameron, B. *Prism of Poetry: Pathways to Writing*. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7

Franceschi, M. *Pillars of Lace: The Anthology of Italian-Canadian Women Writers*. Toronto, ON: University of Toronto Press, 1998. ISBN 1-55071-055-9

Hilker, D. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2

Johnson, P.E. *Flint & Feather*. Halifax: Henson College. ISBN 0-919645-26-7

Kirkland, G. and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4

Luengo, A., ed. *Literature and Media 9*. Toronto: Nelson English, ITP, 1999. ISBN 0-17-618701-4

Mouland, E., ed. *Tracing One Warm Line: A Selection of Canadian Poetry*. Saint John's, NF: Breakwater Books, 1995. ISBN 1-55081-089-8

Munger, Anderson and Benjamin. *Researching Online* (2nd Edition). Don Mills: Addison Wesley Longman, 1999. ISBN 0-321-02714-0

Sloan, M. *Moving Borders: Three Decades of Innovative Writing by Women*. Jersey City, NJ: Talisman House, 1998. ISBN 1-883689-47-3

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women*. Lawrenceville, NJ: Africa World Press, 1992. ISBN 0-86543-195-7

Wood, N. *Spirit Walker*. New York: Doubleday, 1993. ISBN 0-385-30927-9

Accommodations

- Provide samples of finished student anthologies as exemplars for students who have difficulty visualizing a final product,.

- Place poetry on slides, on video, or in a display for students unable to participate in out-of-school activities.
- Use a variety of poems containing simplified language for ESL students.
- Provide a checklist of specific steps to follow for students who have difficulties with time management, item selection, organization, setting priorities, or self-evaluation.

Unit 3: Dramatic Forms and Voices

Time: 15 hours

Unit Developer(s)

Joanne Bridgeman
Elizabeth Mick
Judy Stormes
Ann Varty

Development Date: June - July 1999

Unit Overview

Students apply the skills learned in the preceding units to the analysis and study of drama. Students identify, analyse, and interpret the elements of dramatic structure, character and characterization, theme, setting, and stylistic features of drama, including movement and voice. Students understand the importance of the context (social, cultural, political) in which a literary work was created. Students use their knowledge and understanding of drama to reach a fuller understanding and appreciation of the writer's ability to integrate all the elements of drama to create a complex, stimulating, and satisfying work of literature. Students demonstrate their understanding by recording their thoughts, ideas, and feelings about the characters, conflicts, and themes of the work in a variety of personal and interactive responses; by writing and publishing a literary exposition; by rehearsing and performing a dramatic scene; and by creating and sharing a media work.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations: LIV.01D, LIV.02D, LIV.03B; WRV.01D, WRV.02D, WRV.03D, WRV.04D WRV.05D; LGV.01D, LGV.02B; MDV.02D.

Specific Expectations: LI1.01D, LI1.02D, LI3.01D; WR1.01D, WR2.01D, WR3.03D, WR3.05D, WR4.01D, WR4.03D, WR5.02B, WR5.06D, WR5.07B, WR5.14B, WR5.15B, WR5.16B; LG1.01B, LG1.02B, LG1.04B, LG1.06B, LG1.07B, LG2.02D, LG2.04D, LG2.07D; MD2.01D, MD2.02D, MD2.03D.

Activity Titles (Time + Sequence)

Activity 1	Setting the Stage	75 minutes
Activity 2	Reading Between the Lines	75 minutes
Activity 3	Voice	75 minutes
Activity 4	Movement and Language	75 minutes
Activity 5	Creating a Script	150 minutes
Activity 6	Design	150 minutes
Activity 7	Performance	225 minutes
Activity 8	Media Adaptations	75 minutes

Unit Planning Notes

- Strive to select plays from a variety of cultures and traditions.
- Use Canadian materials when appropriate and possible.
- Choose a play or plays for study and select scenes from the play that are appropriate to each of the activities.
- Plan a tour of a stage or local theatre.
- Plan for the class to view a stage production.

- Arrange to have the class move to an open space for student performances.
- Move classroom furniture to create a safe performance area.
- Invite drama students into the class to demonstrate dramatic voice and movement.
- Set classroom rules to ensure the safety of students.
- Take measures to create a sense of trust and safety within the class. It is essential to student enjoyment and success in these activities.

Prior Knowledge Required

- *The Ontario Curriculum Grades 1-8, Language, 1997*
- Knowledge acquired in Units 1 and 2: critical reading and writing, definitions of literary terms.

Teaching/Learning Strategies

Students participate in these kinds of activities: improvisation, interpretative readings, data sheets, rôle cards, drama games, writing in rôle , writing scripts, and monologues, collaborative and co-operative learning, Reader's Theatre, translating story to script, use of computer graphics to design set, costumes, lighting, and blocking, guest speaker (actor, director, and/or writer), field trip to local theatre, and performance.

Assessment and Evaluation

Formative: writing in rôle with a peer-editing process, teacher assessment of group dramatization
Summative: dramatic presentation of scene or scenes

Resources

Beissel, H. *Cues and Entrances*. Toronto: Gage Educational Publishing Company, 1993. ISBN 0-77151002-0

Boni, F., ed. *Rhubarb-O-Rama! Plays and Playwrights from the Rhubarb! Festival*. Winnipeg: Blizzard Publishing, 1998. ISBN 0-921368-78-X

Booth, D. and C. Lundy. *Interpretations: Learning Through Drama*. Toronto: Harcourt Brace, Canada, 1998. ISBN 0-7747-1210-4

Cavanagh, G. and G. van V. Trip, eds. *The Players: Book 2: An Anthology of Plays for Student Production in the Classroom*. Toronto: McClelland and Stewart Ltd., 1979. ISBN 0-7710-1941-6

Chekov, A. "The Brute", *SightLines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Dawe, R., et al. "How to Read a Dramatic Script", *ResourceLines 9-10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-1-012906-02

Dawe, R., et al. "How to Stage Plays", *ResourceLines 9-10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-1-012906-02

Doolittle, J., ed. *Heroines*. Red Deer: Red Deer College Press, 1992. ISBN 0-88995-081-4

Gerrold, D. "The Trouble With Tribbles", *SightLines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Gifford, T., ed. *The Play's the Thing For Original Television Dramas*. Toronto: MacMillan, 1976. ISBN 0-7705-1291-7

Gilfond, H. "The Open Window", *SightLines 9*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

Hicks, P. and A. Cairns. *Introducing Shakespeare*. Oxford University Press, 1996. ISBN 0-19-553654-1

Kemp, D. *A Different Drummer.* Toronto: Oxford University Press, 1990. ISBN 0-7710-4518-2

Ladousse, G.P. *Role Play Resource Book for Teachers.* Alan Marley, ed. Oxford: Oxford University Press, 1987. ISBN 0-19-437095-X

Leckie, K. "Words on A Page", *Transitions.* Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2

Lill, W. "The Fighting Days", *SightLines 9.* Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012906-02

MacNeill, J. A. *Front Row, An Anthology of Plays.* Toronto: Nelson, 1984. ISBN 0-17-602054-3

Maitlan, M. and I. Waldron, eds. *Twelfth Night.* Toronto: Harcourt Brace and Company, 1990. ISBN 0-7747-1365-9

Moher, F. "Investigating the Model", *Language and Writing 9.* Toronto: ITP Nelson, 1999. ISBN 0-17-618681-6

Moher, F. "Odd Jobs", *Language and Writing 9.* Toronto: ITP Nelson, 1999. ISBN 0-17-618681-6

Neelands, J. and T. Good, eds. *Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama.* Cambridge: Cambridge University Press, 1990. ISBN 0-521-37635-1

Parkin, A. and J. Stevens, eds. *Stage One: A Canadian Scenebook.* Toronto: Van Nostrand Reinhold Ltd., 1973. ISBN 0-442-26452-6

Playwrights Canada Press Staff. *Singular Voices.* Toronto: Playwrights Canada Press, 1997. ISBN 0-88754-510-6

Ravel, A., ed. *Canadian Mosaic.* Toronto: Simon and Pierre Publishing Company, 1995. ISBN 0-88924-264-X

Richard-Amato, P. *Making It Happen. Interaction in the Second Language Classroom, From Theory to Practice.* London: Longman, 1988. ISBN 0-8013-0027-4-75692

Saliani, D. *Midsummer Night's Dream: The Global Shakespeare Series.* Toronto: International/Thompson Publishing (Nelson), 1998. ISBN 0-17-606617-9

Saliani, D, C. Ferguson and T. Scott. *The Tragedy of Romeo and Juliet With Related Readings: The Global Shakespeare Series.* Toronto: International/Thompson Publishing (Nelson), 1997. ISBN 0-17-606613-6

Shakespeare, W. *Macbeth.* Toronto: Penguin Books Canada, 1999. ISBN 0-14-0711478-2

Stevens, J. *Ten Canadian Plays.* Toronto: Dell Publishers, 1975. ISBN 0-440-95754-0

Stott, ed. *Anthology of Drama & Poetry.* Toronto: Harcourt Brace and Company. ISBN 0-03-998644-6

Swartz, L. *Dramathemes: A Practical Guide for Teaching Drama.* Markham: Pembroke, 1998. ISBN 0-921217-21-8

Thompson, Judith. "I Am Yours", *Transitions.* Toronto: Harcourt Brace Canada, 1999. ISBN 0-7747-0575-2

Vine, E. and W. Fairhead. *Remove The Blindfold, Book 2.* Toronto: Oxford University Press, 1987. ISBN 19-540523-4

Activity 1: Setting the Stage

Time: 75 minutes

Description

Students read a dramatic text and become familiar with the elements of drama, such as plot, subplot, character portrayal, conflict, dramatic structure, dramatic purpose, dialogue, and stage directions. Students read and study the scene or excerpt most appropriate for this activity.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading

Overall Expectations:

LIV.01D - read and demonstrate a variety of literary and informational texts, from contemporary and historical periods;

LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopedias;

LI2.01D - use knowledge of elements of drama, such as plot and subplot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre; ❖

WR5.06D - construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial phrases;

WR5.16B - adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling: homophones and possessive pronouns and adjectives;
- capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
- punctuation: period, question mark, exclamation mark; comma, dash, apostrophe, quotation marks, parentheses, ellipses.

Planning Notes

- Review script-writing format.
- Identify the theme from a play that the class will be studying.
- Have a master list of script-writing conventions prepared for reference during class discussion.
- Identify participles in stage directions, as well as the punctuation and capitalization used in writing dialogue and scripts.
- Identify the genre of the selected play and briefly describe this genre's particular qualities (i.e., comedy, tragedy, melodrama).

- Be aware, when assigning the Response Journal entry, that not all students have prior, personal experience watching or participating in live theatre.

Prior Knowledge Required

- Students know the elements and conventions of narrative literature.
- Students are familiar with collaborative and co-operative work habits.

Teaching/Learning Strategies

1. Students see, read, or hear an excerpt from a play.
2. Students identify the initial conflict and predict the outcome/resolution.
3. Lead the class in an understanding of the elements of drama: plot, subplot, conflict, dialogue, character, stage directions, voice, and movement.
4. Review the conventions of standard Canadian English in conjunction with dialogue and script writing. Teach the participial phrase as it is commonly used in stage directions.
5. Students begin a glossary of dramatic terms to be completed during the unit.
6. Students write a Personal Response to their first experience with dramatic text in this course.
7. Extension: Students may write in their Response Journals about personal experiences with live theatre as a participant or an audience member.

Assessment/Evaluation

Summative: a glossary of dramatic terms (L12.01D)

Resources

Barlowe-Kedves, A. et al. *ResourceLines 9/10.* Toronto: Prentice Hall, 1999. ISBN 0-13-012922-4

Dawe, R., et al. "How to Read a Dramatic Script", *ResourceLines 9-10.* Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-1-012906-02

Dawe, R., et al. "How to Stage Plays", *ResourceLines 9-10.* Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-1-012906-02

Moher, F. "Investigating the Model", *Language and Writing 9.* Toronto: ITP Nelson, 1999. ISBN 0-17-618681-6

video clips of plays from CBC of Stratford Festival performances

Accommodations

- Audiotapes could be provided for students with reading difficulties.
- Provide a student or mentor to scribe for students with physical impairments.
- The teacher and students should know the following information about improving enjoyment of live theatre for hearing-impaired audience members. An infra-red (Sennheizer) unit may be reserved at many theatres, and usually picked up at the manager's office. Without a working unit, a hearing-impaired student is unable to hear, especially a woman's voice, even with the powerful sound systems in most theatres.

Activity 2: Reading Between the Lines

Time: 75 minutes

Description

Students recognize that what a character says is important, but what a character does not say can sometimes be just as important. Students continue to study the dramatic text, distinguishing between text

and subtext, discerning how word choice and tone of a work can affect an interpretation. Students read or study the scene or excerpt most appropriate for this activity.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations:

LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories and essays;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values; ❖

LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;

WR5.12B - use and spell homophones correctly;

LG1.01B - describe strategies used to expand vocabulary;

LG1.02B - identify and explain examples of slang, jargon, dialect, and colloquialism, as well as of standard Canadian English, in literary texts and in their own oral and written work.

Planning Notes

- Be prepared to define and illustrate "subtext", and the use of slang, jargon, dialect and colloquialism.
- Select an excerpt that reflects the major conflict of the play being studied. The students need a photocopied version, where permission exists, on which to make their notes.

Prior Knowledge Required

- Students have knowledge of the conventions of script writing.

Teaching/Learning Strategies

1. Define "subtext." Subtext deals with the underlying attitude and emotions that provide reasons for the words and actions of a character. Give an example from the play being studied.
2. Students are given a sheet of carefully selected excerpts from the play that suggest and convey internal motivations.
3. Students write what the character is thinking when each line of the play is delivered and add this subtext under each line of dialogue in a coloured pen.
4. Define the word monologue and give an example.
5. Students use the coloured pen portions of the written material to create a monologue.
6. Students add the words subtext, monologue, and dialogue to their glossary.
7. Extension: Provide examples for students to explore the use of slang, jargon, dialect, colloquialism, and homophones. Students might write a scene utilizing homophones and act it out to denote the clear meaning of each sound-alike word to differentiate its meaning. Students are able to see the written word and see that its oral use could cause misunderstandings if not correctly spelled.

Assessment/Evaluation

Summative: monologue completed in Response Journal (L11.02D)

Resources

Aboriginal Voices Magazine. Toronto.

Association for Native Development in the Performing and Visual Arts. Toronto.

Ballah, Judy. *Drama in Perspective*. Toronto: Harcourt Brace, Canada, 1993. ISBN 0-7747-1416-6.

Barlow-Kedves, A. "Oral Pieces", *SightLines 9*. Toronto: Prentice Hall Canada, 1999. ISBN 0-13-012906-2.

Highway, T. *Dry Lips Oughta Move to Kapuskasing*. Calgary: Fifth House Publishers. ISBN 0-920079-55-5

Highway, T. *The Rez Sisters*. Calgary: Fifth House Publishers. ISBN 0-920079-44-X

Native Earth Theatre Company. Toronto.

Video

Smoke Signals.

Accommodations

- The Response Journal entry could be recorded on tape.
- The narration may be read aloud to the student.
- Augmentative communication devices can be used for students with severe communication disabilities.

Activity 3: Voice

Time: 75 minutes

Description

Students use voice techniques to create and achieve a particular effect on a specified audience. Student achievement is evaluated using a rubric. Students read the scene or excerpt most appropriate for this activity.

Strand(s) and Expectations

Strand(s): Writing, Language

Overall Expectations:

WRV.02D - identify the literary and informational forms suitable to various purposes and audiences and use the forms appropriately in their own writing;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, reporting/presenting, for specific purposes and audiences.

Specific Expectations:

WR2.01D - identify the purpose for each piece of writing;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work; ❖

LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose.

Planning Notes

- Prepare a presentation rubric.

- Have three sets of cue cards prepared: one with tongue twisters, a second with emotions, and a third with a specific type of audience.
- Select excerpts from the dramatic text in which sound, rhetorical devices, and rhythm are important devices.
- The teacher and/or students could invite members of the school or community theatre group to model voice exercises that show rhythm, repetition, and other vocal devices.

Prior Knowledge Required

- Students understand the concept of preparing a presentation for a specific audience.
- Students have experience in working collaboratively in co-operative groups.
- Students have experience providing constructive criticism to other students.
- Students understand the concept of choral reading.

Teaching/Learning Strategies

1. Put students into groups. Each group draws a card with a tongue twister (e.g. "Round and round the rugged rock the ragged rascal ran" or "Unique New York") a card with an emotion (fear, compassion, sorrow), and a specific audience (children, seniors, teenagers).
2. In their small groups, students practise clear and correct presentation of the tongue twister while conveying the specified emotion. Group members provide constructive criticism for each member's presentation by stating one positive point about the appropriateness of the delivery for the specified audience and one suggestion for improvement.
3. Students present a group reading of a scene or excerpt of a play from the dramatic text using devices of sound and voice: echo effects, rounds, loud and soft projection, extended initial sounds or vowel sounds, sounds coming from different locations, and solo sounds.
4. The presentations are evaluated using a rubric.
5. Volunteers might share their reading with other classes in the school as an extension.
6. Students write an entry in the Response Journals about their feelings when performing.

Assessment/Evaluation

Formative: peer feed back in small group practice
Summative: rubric (LG1.04B)

Resources

radio plays, taped readings of plays, radio announcers

Accommodations

- Give students who suffer from extreme anxiety an opportunity to present to a smaller audience.
- Seat students with hearing impairments close to the presenters.
- Give students performance opportunities in school assemblies and local community events.
- Take dialect and speech exceptionalities into consideration when evaluating voice presentations.

Activity 4: Movement and Language

Time: 75 minutes

Description

Students explore the connection between language and human movement. They learn the importance of body language, gesture, and movement in forming the interpretation of a drama text. Students examine

the significance of gesture and historical period. Students read and study the scene or excerpt most appropriate for this activity.

Strand(s) and Expectations

Strand(s): Language

Overall Expectations:

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations. ❖

Planning Notes

- Plan strict time limits and organize groups carefully ahead of time.
- The teacher and/or the students bring to class a collection of props and/or costumes suitable to the play being studied.
- Arrange or create a performance area.
- Define the term blocking. Blocking is the placement or movement of actors on stage.

Prior Knowledge Required

Students have the knowledge from Activities 1-3

Teaching/Learning Strategies

1. The students say "mmm" in as many ways as they can. They accompany each sound with a gesture that assists their interpretation ("mmm" meaning tastes good and rubbing the stomach area or "mmm" meaning I have a headache and holding the head). From this activity, body language cues are recorded on the board, and students categorize the cues to create a note.
2. Each student selects an object that might be used or worn in the play being studied (e.g., a hat, horn-rimmed glasses, a dream catcher, a shawl). Students make a connection between the object and character. How did the character acquire the object? Why is the object important to the character? What will become of the object? What historical importance does the object have? How is the object used in the play?
3. In groups of three or four, students select a character from a dramatic text they are studying. Alternatively, the teacher assigns roles. Students fill in the chart provided (Chart 1) to prepare themselves to create movement for the character from point A to point B in the classroom.

Chart 1

Who are you? (city, place, continent, country, age, sex, culture, time period)	
What is happening in your country?	
Where are you or where are you going? Why are you going there?	
Where have you been recently? in the last month? in the last year?	
How are you feeling? Why are you feeling this way?	
Who is with you? How do you feel about the person you are with? If you are alone, how do you feel about that?	
Do you like the place you are in? Why/Why not? What are you wearing (include footwear)?	
What will you do next? Why?	

4. When the chart is finished, each group practises a movement/walk/run for the chosen characters to perform in front of the class. The following questions/prompts might be written out on a flipchart or overhead for the students to consider as they create movements for their character: How might your character walk when in a hurry? angry? relaxed? How might your character greet someone? How might your character laugh? cry? sneeze? What might your character carry with him/her most of the time? How would this item be carried? What food item or beverage would your character eat or drink? How might your character consume these items? What item of clothing might your character wear a great deal?
5. Student groups perform their walks in front of the class. With the teacher leading, students fill out a copy of Chart 1 on the overhead, guessing at the age, setting, and mood of the walkers. The students may wish to reveal their intentions and compare these with the class chart. Each performing group receives three suggestions from the class volunteers to improve the impact of their walk on the audience. This information could be used to contribute to a character sketch or emphasize the importance of blocking.
6. In an "instant replay," each student group is given a chance to repeat its walk, which is now evaluated by the teacher according to the performance rubric.
7. Students use their Response Journals to record and reflect the messages sent through human movement that an audience recognizes on stage.
8. Extension: Some students might enjoy adding music or sound effects to accompany the unique walks of their characters. The students could co-operate in a dance drama in which a group tells a story which is choreographed to music. Some techniques of the dance drama include: use of patterns and mirror images, use of strong versus weak forces, variety of pace, and variety of levels.

Assessment/Evaluation

Formative: completion of the character charts
Summative: performance rubric (LG2.04D)

Resources

Maley, A., ed. *Role Play Resource Books for Teachers.* Toronto: Oxford Press, 1987.
ISBN 01437095

Smith, B. *My Drama Journal.* Kitchener: Kitchener Printing, 1999.

Viola, A. "I Want to Be Moved", *Theatre Machine II: A Resource Manual for Teaching Acting.* Denver: Pioneer Drama Service Inc., 1996.

Vine, E. and W. Fairhead. *Remove the Blindfold.* Toronto: Oxford University Press, 1987.
ISBN 0-19-540521-8

Accommodations

- Use a storyboard format to provide more structure for learning-disabled students. The student sketches "the action" in a series of frames showing each stage of the walk.
- Adapt roles to include ESL students or students with learning disabilities so their experiences in front of the class will be positive.

Activity 5: Creating a Script

Time: 150 minutes

Description

Students create a script for a scene that adds to and extends the play currently being studied. This script is peer edited and evaluated according to a rubric. Students read or study the scene or excerpt most appropriate for this activity.

Strand(s) and Expectations

Strand(s): Writing, Language

Overall Expectations:

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

WRV.05B - edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

WR3.03D - use a single controlling idea and connecting words to structure a series of paragraphs;

WR5.14B - use a variety of resources to correct errors in spelling;

WR5.15B - use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses;

WR5.16B - adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry; ❖

LG1.02B - identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.06B - recognize, describe, and correct sentence errors in oral and written language;

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling: homophones and possessive pronouns and adjectives;
- capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
- punctuation: period, question mark, exclamation mark; comma, dash, apostrophe, quotation marks, parentheses, ellipses.

Planning Notes

- Ensure that all students have a copy of the master list of script-writing conventions.
- Prepare a peer-editing checklist that emphasizes script-writing conventions.
- Either prepare, or develop with the class, a rubric to evaluate script writing.
- Inform students that scripts may be the basis of future set design and performance activities.

Prior Knowledge Required

- Students have an understanding of collaborative and co-operative group work.
- Students have an understanding of script-writing conventions.
- Students have an understanding of the play presently being studied by the class.
- Students know how to write a character profile (character background, personality and answer such questions as: Who am I? Where am I? What am I doing? What do I want? Why do I want it?).

Teaching/Learning Strategies

1. The students and teacher co-design a rubric for script writing using a drama text that they have studied as a model.
2. Students are arranged into groups of four.
3. Students create one script for a scene that could appear in the play currently being studied.
4. Students write two well-constructed paragraphs, using appropriate formal style, at the start of their script, one that outlines the plot of their "new" scene, and one that places it in the context of the play or historical period. The paragraphs are connected with effective connecting words as transitions.
5. Once groups have finished writing scripts, review print and digital spell check resources. Student groups then exchange scripts in order to peer edit using an editing checklist provided by the teacher. Special attention must be paid to script-writing conventions.
6. Students are given an opportunity to edit scripts after peer feedback.
7. Students hand in group scripts to be evaluated according to the rubric.

Assessment/Evaluation

Formative: peer editing checklist, including unity of impression, originality, punctuation and correctness of subject-verb agreement.
Summative: Script-Writing Rubric (WR5.16B)

Resources

George, J. and D. Stone. *On Common Ground.* Teacher's Guide, Toronto: Oxford University Press, 1994. ISBN 0-19-541133-1

Hilker, D. and B. Duncan. *Transitions.* Toronto: Harcourt Brace and Co. Canada, 1995. ISBN 0-7747-0151-X

Accommodations

- Physically challenged students should be grouped with physically able students.
- Students with writing disabilities should have access to computers to prepare their scripts.
- Figurines could be used to model movement on stage for the kinesthetic learner.

Activity 6: Design

Time: 150 minutes

Description

Students create a diorama/model or sketch of a potential set design for a script while considering an intended audience. A diorama is a small three-dimensional picture or model presentation of a particular scene or event. Students also write a paragraph of rationale for the components of their set design considering the audience and the historical period. Students read and study the scene or excerpt most appropriate for this activity.

Strand(s) and Expectations

Strand(s): Writing, Language, Media Studies

Overall Expectations:

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

MDV.02D – use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

WR5.07B - identify and correct sentence fragments, run-on sentences, and comma splices;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling: homophones and possessive pronouns and adjectives;
- capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
- punctuation: period, question mark, exclamation mark; comma, dash, apostrophe, quotation marks, parentheses, ellipses;

MD2.03D – create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience. ❖

Planning Notes

- Ensure adequate creative materials and supplies are available for students to create set design.
- Invite representatives from the school or community drama groups as guest speakers on set design.
- Co-plan with the teacher-librarian to teach students the research process for selection of historical and cultural books or web sites.
- Emphasize the need to vary word choice and style when providing feedback to peers.
- Consult a design and technology specialist, from the school or the community, to guide students on elements of design and construction if desired.
- Use community resources such as representatives from local theatre workshops if desired.

Prior Knowledge Required

- Students have an understanding of the elements of set design such as colour, contrast, focus, placement of furniture, locations of exits, entrances, and levels of movement.
- Students are able to write a well-structured paragraph.
- Students have studied a portion of the play and know the intended audience.

Teaching/Learning Strategies

1. Each student creates a set design that will be appropriate for a scene from the play he/she is studying.
2. Students have an opportunity to research the historical period and its events with assistance from the teacher-librarian.
3. Students provide critical feedback to a selected number of students. Feedback is delivered in a cohesive paragraph including two written positive comments and two written suggestions for improvement, referring to the criteria in the set design rubric. Evaluate set designs according to the rubric.
4. Extension: Students are provided with an opportunity to improve their set designs after the peer-feedback.

Assessment/Evaluation
Formative: peer editing checklist completed for the feedback paragraph, constructive criticism provided by group members
Summative: rubric for set design (MD2.03D)

Resources
Dawe, R. "Here's How Stageplays", *ResourceLines 9/10.* Scarborough: Prentice Hall, 1999. ISBN 0-13-0129224.

Accommodations
- Pair visually challenged students with visually able students.
- Students with physical handicaps may describe the setting and rationale for their script into a tape recorder.

Activity 7: Performance
Time: 225 minutes

Description
Students perform a scene or excerpt from the play being studied, using the drama convention of Reader's Theatre. Students use this opportunity to present the script created in Activity 5. Students analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance.

Strand(s) and Expectations
Strand(s): Writing, Language
Overall Expectations:

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
LGV.01D - use a knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;
LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
LG1.06B - recognize, describe, and correct sentence errors in oral and written language;
LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
- spelling: homophones and possessive pronouns and adjectives;
- capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
- punctuation: period, question mark, exclamation mark; comma, dash, apostrophe, quotation marks, parentheses, ellipses;

LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;

LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance. ❖

Planning Notes

- Prepare a description of Reader's Theatre. Reader's Theatre allows the students to present the dialogue and narration of a play with minimal props and costumes and allows students to focus on facial expression, body language, tone, and meaning of what is being said. Students do not have to memorize lines. Reader's Theatre can also involve the adaptation of a work from prose to script.
- Review the elements of tableau: still image, focal point, facial expression, variety of levels, framing devices.
- Prepare a rehearsal schedule.
- The teacher and interested students will gather models of critiques and reviews from print and electronic sources.

Prior Knowledge Required

- *The Ontario Curriculum Grades 1-8, Language, 1997*
- Students understand the qualities of a good vocal presentation.

Teaching/Learning Strategies

1. Students are organized, or organize themselves, into groups to take the roles of the characters in a scene.
2. Students read and study the scene concentrating on the following requirements: confident reading, clear speaking, appropriate facial expressions, and expressive body movements. Minimal costumes and props are optional.
3. Students decide how they will most effectively stage the reading of the script studied or written. Students create a tableau to conclude the performance. The tableau illustrates the main message of the script or the central issue of the scene. Tableau is a frozen group picture representing a dramatic action in a silent and motionless moment. Students assess their group's tableau using Tableau: Guideline for Self-Evaluation.
4. Students print the message in block letters to be displayed by the actors as a closure to the tableau. The teacher might want to stop the play and have the student audience speculate on the message before the written message is revealed.
5. Students select their choice of the most successful performance. Referring to the criteria on the performance rubric and using a model critique, students write a paragraph or a series assessing the performance.
6. Extension: Students may write a review of a community or school drama production or dress rehearsal.

Assessment/Evaluation

Formative: tableau: guideline for self-evaluation, group process checklist
Summative: critique/review rubric (LG2.07D), performance rubric

Resources

Toutant, A. "Interpreting Plays" and "Reader's Theatre", *Endless Possibilities*. Toronto: Oxford University Press Canada, 1998. ISBN 19-5413644

Saliani, A. and N. Morine. "Present a Play", *Crossroads*. Toronto: Gage Educational Publishing Co., 1999. ISBN 07713-1324-0

Archer, L., C. Costello, and D. Harvey. "Making Presentations", *Reading and Writing for Success*. Toronto: Harcourt Brace, Canada, 1998. ISBN 0-7747-0197-8

Web Site
Playwrights' Union of Canada
www.puc.ca

Accommodations

- Students with extreme anxiety could videotape their performances so their performance is a positive experience.
- Peer mentors, community volunteers or parents could provide assistance to students who need more supervision or adult support with anxiety.

Performance Checklist					
	Names of Group Members				
EXPLORATION:					
Brainstorming					
Group Harmony (Students negotiated, mediated, were assertive, and coped with change or frustration)					
INTERPRETATION:					
Participation in rehearsal					
Meaning Realized (clear to audience)					
COMMUNICATION: (The Performance)					
Cues Memorized					
Stayed in Character					
Motivation Evident					
Use of Movement					
Use of Props or Set					
Use of Sound or Music					
Use of Lighting					
Voice Projection (audible and clear)					
Emotional Concentration					
Overall Impression					

ADDITIONAL COMMENTS:

Activity 8: Media Adaptations

Time: 75 minutes

Description

Students create a media project. They select information from the play being studied and adapt and extend it to create a poster, playbill, program, advertisement, or flyer suitable for a selected audience.

Strand(s) and Expectations

Strand(s): Writing, Language, Media Studies

Overall Expectations:

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations:

WR5.02B - select the publication method or vehicle most accessible or appealing to the intended audience;

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.06B - recognize, describe, and correct sentence errors in oral and written language;

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling: homophones and possessive pronouns and adjectives;
- capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
- punctuation: period, question mark, exclamation mark; comma, dash, apostrophe, quotation marks, parentheses, ellipses;

MD2.01D - adapt a work of literature for presentation in another media form;

MD2.02D - create media works for different purposes; ❖

MD2.03D - analyse the characteristics of different audiences and create media works designed specifically for them.

Planning Notes

- Collaborate and co-plan with the teacher-librarian, computer studies teacher, and art department to deliver this activity.
- Collect examples of posters and flyers from local theatres and student productions.

Prior Knowledge Required

- *The Ontario Curriculum, Grade 1-8, Language, 1997*
- Students are familiar with collaborative learning strategies.
- Students understand the concept of intended audience

Teaching/Learning Strategies

1. In groups of three or four, students decide on a media product to advertise or support a play they have studied.
2. Students select an audience from a list brainstormed by the class (i.e., children's library group, high school class, adult theatregoers).

3. Students choose words and style according to the purpose and audience they have identified.
4. Students prepare their media product using the technology available in their schools (i.e., *WordPerfect Presentations/HyperStudio/CorelDRAW/MS Publisher/Adobe Pagemaker.*)
5. Students exchange projects and use the Media Project Peer Evaluation.
6. Students are given an opportunity to revise their work. Alternatively, students could write a paragraph suggesting several changes that they would make in response to the evaluation sheets that their peers have given to them.
7. Extension: Students consider the following question in their groups: What changes would you make to this particular script/play to adapt it to a television script, movie, or radio play?

Assessment/Evaluation

Formative: peer evaluation checklist
Summative: media project rubric (MD2.02D)

Resources

Hilker, D. and S. Harper. "Creating a Visual Presentation", *Elements of English 9.* Toronto: Harcourt Brace Canada Ltd., 1999. ISBN 07747-0755-2

Accommodations

- Pair learning disabled students with assistants.
- Students with computer training could accompany students with no experience or training.

Voice Presentation Rubric - Activity 4

	Level 1	Level 2	Level 3	Level 4
Preparation	limited	some	considerable	thorough
Audibility of Voice	limited	some	considerable	consistent
Articulation and Clarity of Voice	limited	some	considerable	consistent
Originality and Variety of Presentation Techniques	limited	some	considerable	extensive
Energy and Enthusiasm to Engage Audience	limited	some	considerable	consistent
Suitable Approach for Specified Audience	limited	some	considerable	complete

Script Writing Rubric - Activity 5

Criteria	1	2	3	4
Punctuation	many errors	some errors	few errors	minimal errors
Stage Directions	limited use	some use	considerable use	extensive use
Characterization	limited development	some development	considerable development	extensive development
Plot	limited development	some development	considerable development	thorough development
Narration	limited use	some use	appropriate use	extensive use

Set Design Rubric - Activity 6

Criteria	1	2	3	4
Placement of Furniture and Props	limited	minimal	appropriate	appropriate placement with attention to detail
Placement of Entrances and Exits	limited	some	appropriate	appropriate placement with attention to detail
Attempt at Creating a Focal Point	limited	some	effective	successful
Use of Colour, Contrast and Lighting	limited	some	effective	thorough use with attention to detail

Performance Rubric - Activity 4 and Critique/Review Rubric - Activity 7

Criteria	1	2	3	4
Facial Expression	limited	some	appropriate	dynamic
Gestures	limited	some	appropriate	dynamic
Articulation and Clarity of Voice	limited	some	considerable	consistent
Display of Emotions	limited	some	appropriate	dynamic
Use of Props	limited	some	appropriate	consistent

Media Project Rubric - Activity 8

Criteria	1	2	3	4
Communication of Information and Ideas	limited clarity and purpose	some clarity and purpose	considerable clarity and purpose	high degree of clarity and purpose
Creativity and Layout	few original ideas	some original ideas	several original ideas	many original ideas
Use of Relevant Material	limited	some	considerable	thorough

Tableau: Guideline for Self-Evaluation (Activity 7)

A. Visual Interest

1. Is there a focal point/centre of interest?
2. Is there a variety of levels (low, mid, high)?

B. Meaning

1. Do facial expressions convey thoughts and feelings?
2. Are the relationships of characters clear and are their motivations implied?
3. Is the scene easily identified from the play?

C. Tension

1. Does the audience desire to know what happens next: a surprise, a conflict, a challenge, a time restraint?

Checklist - Drama Performance

Was the student punctual and committed to daily attendance?	1	2	3	4
Did the student understand the task that was assigned?	1	2	3	4
Was the student always aware of the purpose of the assignment and did he/she constantly encourage the others in the group to work towards the same purpose?	1	2	3	4
Was the student prepared to show initiative engaging in a number of approaches to the task? Was the student able to work co-operatively with others?	1	2	3	4
Was the student's attitude towards the task positive?	1	2	3	4
Was the student willing to concentrate and work hard?	1	2	3	4
Did the student show leadership and appropriate task-and-maintenance-oriented roles in the group?	1	2	3	4
Was the student sensitive and attentive to the needs and contributions of the others in the group?	1	2	3	4
Was the student openly exploring ideas and receiving suggestions from his/her peers and from the teacher?	1	2	3	4
Did the student evaluate fairly and constructively?	1	2	3	4

Course Profile English, Grade 9 academic, Public

Unit #4: Informational Forms and Voices

Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5

Time: 30 hours
Unit Developers: Joanne Bridgeman, Patti Collins, Phil Midgley, Wilf Smyth, Judy Stormes, Ann Varty
Development Date: February – April 1999

Unit Description

The students will develop an understanding of the conventions and language of informational texts. The students will read and study a variety of informational texts, including argumentative essays, reports, surveys, letters, journals, memoirs, web sites, databases, documentary film, and other media works. The students will develop strategies to understand and interpret texts effectively, and learn to distinguish between fact and opinion, and to identify bias. The students will understand how the background of the author and the backgrounds of the readers influence understanding. The students will learn how to gather, select, and use research data. The students will create their own informational texts and presentations for a variety of purposes. The unit will provide an opportunity to integrate learning across the curriculum.

Strands and Expectations

Strands: Literature Studies and Reading. Writing, Language, and Media Studies
Overall Expectations: LIV.01D, LIV.02D, LIV.03B, WRV.01D, WRV.02D, WRV.03D, WRV.05D, LGV.01D, LGV.02B, MDV.01D, MDV.02D
Specific Expectations: LI1.01D, LI1.03B, LI1.04D, LI1.05D, LI1.06D, LI1.07B, LI1.08D, LI2.03D, LI3.01D, LI3.03D; WR1.01D, WR1.02D, WR1.03D, WR1.04D, WR2.01D, WR3.03D, WR3.04D, WR3.05D, WR3.06D, WR4.01D, WR4.03D, WR4.04D, WR4.05D, WR5.01D, WR5.04B, WR5.05D; LG1.02B, LG1.04B, LG1.05D, LG1.06B, LG1.07B, LG2.01D, LG2.02D, LG2.03D, LG2.04D, LG2.05D, LG2.06D, LG2.07D; MD1.01B, MD1.02D, MD1.03D, MD1.04D, MD2.02D, MD2.03D.

Activity Titles

Activity 1	Introduction to Environmental Texts	375 minutes
Activity 2	Presentation and Listening Skills	150 minutes
Activity 3	Fact or Opinion and Reliability	450 minutes
Activity 4	Language of Print Advertisements	375 minutes
Activity 5	A Model Culminating Activity	450 minutes

Unit Planning Notes

- The teacher must co-plan with the computer lab personnel and the teacher-librarian to provide students with a block of sequential time for research.
- The teacher needs to ensure that there is a policy regarding Internet use and appropriate browsing.

Prior Knowledge Required

- the elements of short stories
- knowledge of audience and both positive and negative bias
- the elements of media
- the conventions of standard Canadian English
- presentation skills

Teaching/Learning Strategies

- This unit provides opportunities to address a wide variety of learning styles.
- The unit familiarizes students with print and media forms.
- The teacher needs to co-plan and co-develop the unit with the teacher-librarian.
- Business and technology teachers could provide valuable assistance for this unit.

Assessment/Evaluation

The assessment of the student's work in this unit will include:

- rubric for bulletin board
- teacher observation lists
- check lists
- teacher-designed rubric
- feedback form
- chart mark
- self-evaluation check lists
- listening-skills rubric
- student-developed rubric
- media logs
- Response Journals
- short essay test

Resources

Booth, D., et al. Media 5 Sense. Toronto: Harcourt Brace, 1996.
Duncan, B., et al. Mass Media and Popular Culture, Version 2. Toronto: Harcourt Brace, 1996.
Spitzer, E., and Lowe. Information Literacy: Essential Skills for the Information Age. ERIC Clearing House on Information and Technology, 1998.

Activity #1: Introduction to Environmental Text

Time: 375 minutes

Description

Environmental text refers to any print or media text present in the "world at large." Environmental texts include signs, bulletin boards, PA announcements, posters, newspapers, digital message boards, magazines, t-shirts, graffiti, radio, and television. The students will be introduced to environmental texts through a scavenger hunt. As a result of this activity, the students will compare their own and their peers' reactions to the text. They will begin to develop an understanding of how the media uses explicit and implicit messages to present its product.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

Students will:

- LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing;
- LI3.03D - explain how authors and editors use design elements to help communicate ideas;
- WR4.03D - make constructive suggestions to peers;
- LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
- MD1.01B - demonstrate critical thinking skills by identifying the differences between implicit and explicit messages in media works;
- MD1.02D - identify how elements of media form are used in a variety of media works and explain the effects of different treatments;
- MD1.03D - compare and explain their own and their peers' reactions to a variety of media works; *
- MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose;
- MD2.03D - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.

Planning Notes

- The teacher and students will collect bulletin board/poster materials (paper, pens, scissors, glue, etc.).
- The teacher and students will collect examples of environmental texts.
- The teacher will book the computer lab, if available.
- The teacher will ask the teacher-librarian to co-plan and develop this activity.
- The teacher will ask the computer studies teacher, a student expert, parent volunteer, or community expert to assist.

- The teacher will understand the dramatic form of "Voices-in-the-Head."
- The teacher will obtain and/or prepare rubrics for this activity with class participation.
- The teacher will obtain and/or prepare charts and sample bulletin boards and/or poster displays, perhaps from a desktop publishing program, such as HyperStudio, WordPerfect Presentations, or MS Publisher.

Prior Knowledge Required

- The students will have an understanding of collaborative and co-operative work habits.
- The students will have the ability to use the Internet.

Teaching/Learning Strategies

1. The teacher will provide the evaluation rubrics, chart, and check list for this activity. Teachers and students will co-operatively develop the evaluation rubric for the bulletin board/poster display.
2. The teacher will review the communication model: message, medium, sender, and receiver.
3. The teacher will introduce the concept of environmental texts as any print or media text, show examples, and help the students to define and analyse explicit and implicit messages found in these texts.
4. The students will learn how to use a search engine on the Internet appropriately, possibly with the assistance of the computer studies teacher, student expert, or community or parent volunteer, in order to find other sources of environmental texts.
5. After touring the school and the Internet, the students will use the chart provided to list all the examples of environmental texts found. Alternatively, teachers will provide examples of environmental texts and the students will complete the chart using the materials provided in class.
6. The students will add to the environmental-text chart using examples from outside the school environment.
7. Each group of four students will produce a "Voices-in-the-Head" presentation that demonstrates the impact of environmental texts. "Voices-in-the-Head" is a drama technique in which group members vocalize there numerous responses to an external stimulus. It shares some elements of the soliloquy or monologue.
8. The students will analyse the impact of environmental texts by identifying the intended audience based on the explicit and implicit messages found in each text.
9. The students and the teacher will review rubric construction. They will co-operatively create the evaluation rubric for the activity.
10. The students will create bulletin boards and/or poster displays to communicate the range and variety of environmental texts, and the explicit and implicit messages found in each. The students will use the evaluation rubric created for this.
11. The students will present their bulletin boards and/or poster displays to the class.
12. The students will create a statement that has an implicit message, such as a bumper sticker or an advertising slogan, as part of their presentations to the class.
13. The students will write response journal entries on what they have learned.
14. Extension: Teachers and students will discuss and generate a code of ethics for environmental text messages in the school or local community. School Councils may be involved with this activity.

Student Record of Environmental Text

Medium	Sender	Receiver	Message	Explicit/Implicit
e.g. electronic bulletin board	student	school population		

Assessment/Evaluation

1. Formative: - chart of environmental texts
   - participation in class discussion
   - group-work rubric for peer- and self-evaluation
2. Summative: - teacher observation of group-process checklist
   - teacher/student-created rubric for bulletin board and/or poster display (MDI.03D)
   - oral presentation rubric

Resources

Ontario Ministry of Education. Media Literacy Resource Guide. Toronto: Queen's Printer, 1989.
Association of Media Literacy. Anthology. Toronto: Theatre Books.
Considine. "Introduction to Media Studies" in Visual Messages.
Compilation Search Engines on the Internet: **http://www.dogpile.com**
http://www.37.com

Accommodations

1. The teacher could provide a peer mentor to scribe for students with physical impairments and/or learning disabilities.
2. Information could be provided on slides, video, or as a display in class for students unable to participate in out-of-school activities.
3. Samples of finished products might be provided as role models for students with learning disabilities.
4. Sighted students could act as peer mentors and/or assistants for those who are visually impaired when working on the bulletin board assignment.
5. The teacher could partner students for whom English is a second language with students who are proficient in the English language to assist with interpretation.

Activity #2: Presentation and Listening Skills

Time: 150 minutes

Description

In order to prepare for subsequent activities, the students will demonstrate successful presentation and listening skills. The students will choose a comparative topic, and prepare a short oral presentation based on their research. The students will evaluate their own presentations and those of their peers.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
- WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations:

Students will:

- LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
- LG2.04D - use specific examples, facial expression, gestures, intonation, humour, visual aids, and technology, as appropriate, to engage the audience's interest during presentation;
- LG2.05D - practise with cue cards and relaxation exercises (and with visual aids and technology if used) to ensure confident delivery in oral presentations;
- LG2.06D - explain how oral communication skills can contribute to success in all curriculum areas and the world outside the school; *
- LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance;
- WR3.04D - use key words from questions or prompts to organize ideas, information, and evidence in homework answers;
- MD2.02D - create media works for different purposes and explain how each has been designed to achieve its

particular purpose.

Planning Notes

- The teacher and the students will create a list of comparative topics (e.g., two sports teams, two fast-food restaurants, two automobiles, two movies).
- The teacher and the students will prepare rubrics for oral presentations and listening skills.

Prior Knowledge Required

- The students will have research, note-taking, and outlining skills.

Teaching/Learning Strategies

1. The teacher and the students will brainstorm the many "real-life" situations where oral communication is important. Guidance personnel, Teacher Advisors, and resource personnel could be involved in this activity and also in the teaching of interviewing skills.
2. The students will select a topic and compare two examples of that topic (e.g., Raptors vs. Bulls) in order to present their findings to the class.
3. The teacher and the students will co-design the rubrics.
4. The students will create an oral-presentation outline that summarizes their points.
5. The students will devise visual aids (e.g., overheads, charts, slides) to complement the oral presentations.
6. The students will rehearse and deliver their presentations.
7. The students will evaluate the presentations using the rubric to further clarify those elements that make an effective presentation (e.g., facial expression, gesture, voice). The students will provide constructive criticism for each presentation.
8. The teacher will evaluate the students' listening skills using the rubric (e.g., eye contact, note-taking, questioning).
9. For homework, students will write a one-paragraph self-evaluation on how to improve their own presentations and listening skills.
10. Extension: The students will participate in a debate, either in class, in a competition between classes, or in a whole school forum.

Assessment/Evaluation

1. Formative: - peer use of rubrics during rehearsal
2. Summative: - rubrics for listening-skills and oral-presentations (LG2.06D)
   - self-evaluation

Resources

Web site: Ontario Student Debating Union
Lenning, M. Getting Started in Speech Communication. National Textbook Company.
Lieb, A. Speaking for Success. Toronto: Harcourt Brace.
Ontario Ministry of Education and Training. Choices Into Action. Toronto: Queen's Printer, 1999.
Ontario Ministry of Education and Training. Guidance and Career Education. Toronto: Queen's Printer, 1999.
Simmons, C. Public Speaking Made Simple. Toronto: Doubleday, 1996.

Accommodations

1. The teacher could provide audio or visual material to accommodate the learning styles and needs of blind, low vision, or deaf students.
2. The teacher could assign a peer mentor as a scribe for the written assignments or provide augmentative communication devices for those with communication disorders, physical disabilities, attention deficit disorders, or behavioural difficulties.
3. Peers may assist students for whom English is a second language.
4. The teacher might accommodate a student with language or hearing impairments with a signer or mediator to facilitate communication.
5. A thought organizer could be presented as a graphic to assist a learning disabled student.
6. The teacher could provide a check list of specific steps to follow for students with difficulties attending to tasks or

organizational problems.

Activity #3: Fact, Opinion, and Reliability

Time: 450 minutes

Description

As a follow-up to Activity #1 on explicit and implicit meanings in texts, students will develop an understanding of the difference between fact and opinion. The students will develop the reading and thinking skills in order to recognize bias within texts. Texts will include newspaper and magazine articles and editorials, short essays from anthologies, and web sites.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of grade 9, students will:

- LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
- LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

Students will:

- LI1.03B - describe a variety of reading strategies, and select and use them effectively, before, during, and after reading to understand texts;
- LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;
- LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;
- LI1.06D - use specific evidence from the text to support opinions and judgements;
- LI1.07D - explain how readers' different backgrounds might influence the way they might understand and interpret a text;
- LI1.08D - explain how the background of the author might influence the information and ideas in a text;
- LI2.03D - use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre;
- WR1.04D - use the information and ideas generated by research to develop the content of written work;
- WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
- WR3.03D - use a single controlling idea and connecting words to connect a series of paragraphs;
- WR3.05D - structure expository paragraphs, using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
- WR3.06D - provide an introduction, body, and conclusion in written reports and short essays; *
- WR4.01D - revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity;
- WR4.03D - make constructive suggestions to peers;
- WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work;
- WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;.
- LG1.05D - recognize, describe, and use correctly in oral and written language the language structures of standard Canadian English and its conventions of grammar and usage;
- LG1.06B - recognize, describe, and correct sentence errors in oral and written language;
- LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;

- MD1.01B - demonstrate critical thinking skills by identifying explicit and implicit messages in media works.

Planning Notes

- The teacher and students will gather news stories, opinion pieces, and editorials dealing with the same current event.
- The teacher and students will gather newspapers and magazines written for different audiences (e.g., cultural, geographical, or political). The teacher-librarian can co-plan this collection.
- The teacher will ensure that materials gathered are suitable for classroom use.
- The teacher and students will, where possible, reuse and recycle newspapers and magazines.
- the teacher will gather copies of an appropriate anthology which includes short articles and essays.
- The teacher will request assistance from the teacher-librarian and from the computer studies teacher, a student expert, community or parent volunteer, and book the cross-curricular computer lab, if available.
- The teacher will obtain or prepare a short expository essay outline.
- The teacher will obtain the rubrics and/or co-prepare them with the students. The graphic organizers, inventories, and media log for this activity should be preplanned. The teacher may use a problem solving model which focuses on defining a task, determining information-seeking strategies, locating and accessing information, using information, synthesizing the information, and evaluating the information.
- The teacher will need to plan collaboratively with their teacher-librarians to teach a lesson on using MLA citations for non-print media, especially web-sites.

Prior Knowledge Required

- The students will have an understanding of narrative points of view.
- The students will have an understanding of implicit and explicit messages.
- The students will have an understanding of web browsing strategies.

teaching/Learning Strategies

Part A: The Article and the Short Essay in the Newspaper, Magazine, and Prose Anthology

1. The teacher will provide the evaluation rubrics, graphic organizer, inventory, and media log for this activity.
2. The teacher will provide a graphic organizer and demonstrate, with student participation, how a simple topic can be dealt with using this chart. A graphic organizer is used to list the facts as well as the feelings and associations about a topic.
3. The students will be given a news story and an editorial or opinion piece based on the same current event. The teacher may ask students to contribute these, and together choose the story and opinion piece to study.
4. The students will read the news story, identifying what information is given and the types of questions required to obtain this information (who, what, when, where, why, and how). Which of these questions are closed-ended? Which of these questions are open-ended? Which of these questions lead to facts (objective, precise, certain, verifiable)? Which of these questions lead to opinions (subjective, emotionally-loaded, personal, value judgments)?
5. The students will learn the difference between fact and opinion, and will identify the difference by charting the facts and opinions in both the news story and the editorial or opinion piece.
6. The students will explore the concept of authorship. What does the editorial/opinion piece reveal about the writer's values or beliefs? What factors contribute to an author's credibility?
7. The students will write a journal entry in response to these questions.
8. The students will study how the author of the editorial or opinion piece organized the piece of writing as a whole (introduction, body, and conclusion) and within each paragraph (topic sentence, supporting details, linking words, and a concluding sentence).
9. The students will write a supported opinion paragraph either summarizing their conclusions or stating their views on the same topic. They might include a description of the intended audience.
10. Extension: The students will explore the concepts of purpose and audience by comparing the treatment of the same current event by two different publications. The teacher should select sources that have a variety of purposes and audiences (such as cultural, geographical, and political). The local community newspaper or those of cultural or religious groups would be good resources.

Part B: Web Sites

1. Based on their readings above, or on additional short articles and essays read, students will choose a topic to research on the world wide web. The teacher may wish to provide a list of topics or may brainstorm with students an additional list that might include topics from their reading response journals, literature studied earlier in this course, and personal writing portfolio topics.
2. The students will keep a reflective media log during this activity which will include personal responses to media encountered in the course, personal viewing, and ideas from other courses.
3. The students will generate a list of questions, both closed-ended and open-ended, pertaining to their topic (using who, what, when, where, why, and how), which they will answer during their research.
4. The students will visit at least two web sites dealing with their topic and cite their sources correctly based on the MLA style guide, after a lesson provided by the teacher-librarian.
5. The students will gather information to answer their questions.
6. The students will prepare a short oral report in which they clearly and accurately share their findings with the class. They will design visual aids (e.g., overhead graphic organizer, such as a web map or a herringbone note, or a WordPerfect Presentation/HyperStudio/MS Publisher production).
7. The students will re-examine each web site and answer the following questions to assess the quality of the sites: Who created the web site? Is the author identified? Is the author known? How? When was the item posted? What is the purpose of this site? Is this site used to inform, to persuade, or both? Who is the audience? How is this shown? What ways is it aesthetically pleasing? How might this influence a "reader"? Does the domain (.gov, .edu, .com, .org, .net) suggest that the site is reliable or unreliable? Explain. Has this site been reviewed by an online reviewing agency or rated by the browser? How was it rated? What comments were made? Are there facts or opinions in the site? How do you know? How did you decide? Is there positive or negative bias? Support your answer.
8. Based on the information gathered, the students will draw conclusions about the reliability of the two web sites. The students will determine which web site is more reliable, more factual, less opinionated, and then prepare and share a comparison chart with the class.
9. The students will write a short expository essay, using the information gathered. It will include an introductory paragraph, body paragraphs, linking words between paragraphs, and a conclusion.
10. The students will revise, edit, and proofread their essays using the writing process, including peer evaluation.

Assessment/Evaluation

1. Formative: - teacher observation inventory
   - graphic organizers - web map, herringbone note
   - WordPerfect Presentation/HyperStudio/MSPublisher production
   - Response Journal check list or rubric
   - peer evaluation of comparison chart and oral presentation
2. Summative: - oral presentation rubric
   - supported-opinion paragraph rubric
   - short essay evaluation rubric
   - media log
   - sight test based on two related articles asking for comparison, supported-opinion analysis, and a personal response using a particular style for an intended audience (WR3.06D)

Resources

Anderson, N. Media Works. Toronto: Oxford University Press, 1989.
Andersen, N., G. Marcuse and J. Pungente. Scanning Television. Toronto: Harcourt Brace, 1997.
Association for Media Literacy. Anthology. Toronto: Theatre Books.
Booth, D., B. Cameron and P. Lashmar. The Writing Programme 9. Toronto: Globe/Modern Curriculum Press, 1987.
Cable in the Classroom. 360 Albert St., Suite 1030, Ottawa, Ontario K1R 7X7. 3 editions/year. Free from your cable company.
Carpenter, D., and W. Smart. Media Images and Issues. Don Mills: Addison Wesley, 1989.
Davies, R., and G. Kirkland. Imagining, Second Edition. Toronto: Gage Educational Publishing Co., 1990.
Duncan, B., et al. Mass Media and Popular Culture 2. Toronto: Harcourt Brace, 1996.
Durham Board of Education. Information and Electronic Literacy, INF 3A1. A credit course approved by the Ministry for Grade 11.

Eisenberg, M., and R. Berkoqitz. Information Problem-Solving: The Big Six Approach to Library and Information Skills Instruction. Norwood, NJ: Ablex Publishing Corp., 1990.
Green, J., N. Little and B. Protheroe. Your Voice and Mine: Book 1. Toronto: Holt, Rinehart and Winston of Canada Ltd., 1987.
Livesley, J., and J. Pungente. Meet the Media. Toronto: Prentice Hall Globe Modern, 1990.
McClymont, C., D. Stone and G. Mowbray. Features. Scarborough: Nelson Canada, 1991.
Media Awareness Network. **http://www.schoolnet.ca/medianet/eng/** and **www.interact.uoregon.edu/MediaLit/homepage**
Spitzer, Eisenberg and Lowe. Information Literacy: Essential Skills for the Information Age. ERIC Clearinghouse on Information & Technology, 1998.
Toronto Board of Education. Responding to Media Violence. Toronto: Author, 1997.
Waterloo County Board of Education. Media Construct Reality. Waterloo: Author, 1995.
Worsnop, C. Popular Culture. Toronto: McGraw-Hill Ryerson Ltd., 1994.
Worsnop, C. Screening Images for Media Education. Mississauga: Wright Communications, 1994.
Newspaper in Education Program, through local newspapers, provides current newspapers at low cost for classroom use

Accommodations

1. The teacher might provide a step-by-step outline for students with learning disabilities and behavioural problems (e.g., impulsive, compulsive).
2. Peer mentors, assistants, or community or parent volunteers could provide taped readings for students with visual impairments or learning disabilities.
3. The teacher could pair students to assist with tasks to accommodate students with cultural differences or learning disabilities.
4. The teacher could alter the mode of student presentation to accommodate students with physical disabilities, learning disabilities, and behavioural problems (e.g., present to a smaller audience, present on video or audio tape, visual presentation in place of oral presentation for a student with a speech impairment).

Activity #4: Language of Print Advertisements

Time: 375 minutes

Description

In order to develop an understanding of how advertisers use language, students will collect samples of magazine advertising that strongly rely upon language. As a follow-up to the previous activity on fact, opinion, and reliability, students will analyse how advertisers present information that is both factual and opinionated, using persuasive language, including appropriate parts of speech and syntax, to attempt to sell their products. In the process, the students will examine the purpose and the audience for the advertisements. Also, the students will determine the reliability of the information in the advertisements.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, the students will:

- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;
- MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works.

Specific Expectations:

The students will:

- LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;
- LI1.08D - explain how the background of the author might influence the information and ideas in a text;
- LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing; *
- WR1.04D - use the information and the ideas generated by research to develop the content of written work;
- WR5.05D - use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions and interjections;
- LG1.02B - identify and explain examples of slang, jargon, dialect, and colloquialism, as well as of standard Canadian English in texts and in their own oral and written work;
- LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
- MD1.04D - identify factors that influence media production and distribution, and explain the effect of these factors on specific media works;
- MD2.02D - create media works for different purposes, and explain how each has been designed to achieve its particular purpose.

Planning Notes

- The teachers and students will collect a supply of magazines for use in the classroom and arrange recycling the remains, if possible.
- The teacher will ensure that the magazines and their advertisements are suitable for classroom use.
- The teacher will select two or three examples of advertisements using effective rhetoric to show the class before the students collect their own advertisements.
- The teacher will use this activity as a context for teaching the parts of speech and syntax.
- The teacher will obtain and/or prepare rubrics and the assignment sheet for this activity.

Prior Knowledge Required

- The teacher will review such rhetorical techniques as figurative language, sound devices, diction, and syntax.
- The students will know the concepts of fact, opinion, and reliability.

Teaching/Learning Strategies

1. The teacher will provide the rubric and the project assignment sheet for this activity.
2. The students will be shown how to cite sources for advertisements.
3. The students will prepare a scrapbook of five examples of print advertisements that strongly rely upon the use of language. The teacher may wish to limit the choice of advertisements to one particular product (e.g., perfumes or automobiles).
4. The students will properly cite the source of each advertisement.
5. In pairs, the students will determine the purpose and the audience for, and the reliability of, the messages by studying the language in the advertisements. The students will identify the parts of speech and the syntax, the rhetorical techniques (e.g., rhythm, rhyme, repetition, contrast, hyperbole, connotation), and types of non-standard language (e.g., slang, jargon, dialect, colloquialism) used in the advertisements. The students will analyse how the language used helps to identify the purpose, the audience, the reliability, bias, and the values suggested in each advertisement.
6. The students will write a supported opinion paragraph for each advertisement, explaining their findings.
7. In pairs, the students will create a print advertisement that relies on the effective use of rhetorical devices and language to promote a product or service.
8. Extension: The students will compare how language choices change when the medium changes by examining how a specific product is advertised in different forms of media or web sites.
9. Extension: The students will invite a person from the advertising industry to talk about the use of language in advertising. They will write a letter of invitation, introduce and thank the speaker, and write a letter of thanks.

Assessment/Evaluation Techniques

1. Formative: - pair work rubric

- project assignment sheet with due dates and marking criteria (LI3.01D)

2. Summative: - supported opinion paragraph rubric
   - creative project rubric

Resources

Bartlett, Gillian. Writing Power 2. Toronto: McGraw Hill Ryerson, 1981.
Donaldson, C. The Communications Handbook, Second Edition. Scarborough: Nelson Canada, 1996.
Ellsworth, B., A. Keller. English Simplified, Third Canadian Edition. Scarborough: HarperCollins College Publishers, 1996.
Fitton, C., and D. McBeath. Sentence Combining: Choices in Writing. Scarborough: Prentice-Hall Canada Inc., 1991.
Gardner, J., T. Palmer and J. Shallhorn. The Reading Edge. Toronto: OSSTF, 1987.
Making the Grade: Evaluating Student Progress. Scarborough: Prentice-Hall Canada Inc., 1991.
Ontario Ministry of Education. Media Literacy Resource Guide. Toronto: Queen's Printer, 1989.

Accommodations

1. The teacher could keep a collection of finished products at the different levels of achievement as guides for students who think holistically or who need structure.
2. The teacher could arrange a scribe for visually or physically impaired students.
3. Teachers could use peer mentors to assist with language translation and cultural issues.
4. The teacher might consider altering the mode of presentation to accommodate the particular needs of students with behavioural, physical, and learning disabilities.

Activity #5: A Model Culminating Activity

Time: 450 minutes

Description

This research activity is designed as a model to draw together the key learnings from the previous four activities. Some teachers may decide not to use the culminating activity, but will rely on the previous four activities to consolidate all the expectations for the unit.

This sample topic, "Shakespeare and his Times" is appropriate for a grade nine academic class where a Shakespearean play is the major work studied. It may be used as an introductory activity or a concurrent activity in Unit #2: Dramatic Forms and Voices. Alternatively, this activity could be the vehicle for a study of the history of the English language.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
- WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;
- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works.

Specific Expectations:

Students will:

- LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts from different cultures and historical periods and in a variety of genres including novels, short stories, plays, poems, biographies,

short essays, articles from newspapers, magazines, and encyclopaedias;

- LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;
- LI1.05D - analyze information, ideas, elements in texts to make inferences about meaning;
- LI1.06D - use specific evidence from a text to support opinions and judgements;
- WR1.01D - investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data; *
- WR1.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopaedias, electronic news groups, e-mail messages, and electronic data bases;
- WR1.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;
- WR1.04D - use the information and ideas generated by research to develop the content of written work;
- WR3.03D - use a single controlling idea and connecting words to structure a series of paragraphs;
- WR5.01D - identify sources of ideas, information, and quotations in writing and independent research projects;
- LG2.01D - communicate orally in group discussions for different purposes, with the focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;
- LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
- MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose.

Planning Notes

- The teacher will obtain and/or prepare the chart and the rubrics for this activity, with student input.
- The teacher will book cross-curricular computer lab facilities, if available.
- The teacher will collaborate and co-plan with the teacher-librarian, computer studies teacher, and community experts to deliver this activity.

Prior Knowledge Required

- the knowledge and skills in Activities 1–4

Teaching/Learning Strategies

1. Each student chooses a topic from the list that follows.
2. The students create five good questions about their topic to focus their research.
3. The students brainstorm possible resources: print, electronic, human. This chart summarizes the resources that the teacher may consider in the design of this information-gathering activity.

Print Sources	Computer Resources	Audio-Visual Sources	Human Resources
vertical file	CD-ROMs	videos	e-mail
non-fiction books	online data bases	compact discs	interviews
encyclopaedia	World Wide Web	cassettes	surveys
almanacs		multimedia kits	
yearbooks		films	
periodicals			
indices			
biographical dictionaries			
books of quotations			
directories			
pamphlets			

4. The students will find at least three resources, and research their topic.
5. The students will correctly cite sources and take notes.
6. The students will use their notes to create an outline to organize the information for their final product.
7. The students will use the writing process to prepare a polished piece of expository writing.
8. The students will rewrite their exposition as if it were a document of the times, using the conventions of Elizabethan English.
9. The students will collaborate to compile their research, and present their work in a media form such as an Elizabethan newspaper.

Topics

Part A: Everyday Life

For these topics, the students will have to read, learn, and write about the living conditions of the late 1500s and early 1600s.

1. Write diary entries describing several days in the life of a person from a specific class in Shakespearean England.
2. You are the Chief Medical Officer in London. Write a weekly report on the bubonic plague (the Black Death). Be sure to date your report. Include your recommendations for the citizens.
3. You are suddenly taken back to Shakespearean England and are surprised at how differently women are treated. Write a speech which you would give to group of women in the year 1600.
4. Write a journal as a teenager living in a small town in England in the year 1600. Why might you want to move to London? Why might you choose to stay away from London?
5. Pick an historical event from the Elizabethan era (military, social, individual), and cover this event as a newspaper reporter in the 1600s.

Part B: Arts and Leisure

6. You are a sports writer. Write a report about sports in Elizabethan England.
7. You are a fashion editor for a London newspaper. Write an article on men's or women's fashion during the time of Shakespeare.
8. If you were a D.J. and were transported back to Shakespeare's England, what types of music would you have to play? How would the music be different from the music we hear today? Write the comments you would use to introduce at least five pieces of music.

Part C: William Shakespeare

9. Write Shakespeare's obituary for the Stratford newspaper and highlight his accomplishments.
10. As Shakespeare, compile diary entries of the most important events in your life. Make your compilation 10–15

entries in length.
11. Research the type of heroines in Shakespeare's plays. What were they like? How were they unusual for their time?
12. You are the society reporter assigned to cover William Shakespeare's wedding. Write the column.

Part D: Theatre
13. You are a newspaper reporter assigned to cover the opening of the new Globe theatre. Write a news story.
14. You are an architect and have been asked to design a new theatre. Make your plans, and write a letter explaining your proposal.
15. You are a student in London who has just attended your first performance, of one of Shakespeare's plays. Write a letter to your parents describing your impressions of the theatre, the performance, and the actors.
16. Design a brochure advertising the new Globe theatre and announcing its opening.

Assessment/Evaluation Techniques

1. Formative: - student questions, research and note-taking chart, and outline (WR1.01D)
2. Summative: - exposition rubric
   - media product rubric
   - group work rubric

Resources

1. A wide range of print, electronic, and human resources.
2. A Shakespearean text that provides text in modern English and Shakespearean English.
3. Specialized dictionaries.

Accommodations

1. The teacher could pair students or provide an educational assistant to accommodate students with physical disabilities and/or learning disabilities.
2. Prepared questions could be provided for students needing comprehension or organizational strategies.
3. The teacher could allow alternative forms of presentation (e.g., storyboard, overhead transparencies, WordPerfect Presentation/HyperStudio/MS Publisher) to accommodate gifted students' needs for differentiated learning.

Grade 9 Rubric
Culminating Activity for Unit 4: Informational Forms and Voices

Category	Level 1	Level 2	Level 3	Level 4
Group Interaction	• requires constant prompting to stay on task • expresses ideas in a way that is insensitive to the feelings or knowledge base of	• participates in group interaction with prompting • sometimes expresses ideas and opinions appropriately • listens but may be distracted	• participates in group interaction without prompting • expresses ideas in a way that is sensitive to the feelings and knowledge base of others	• actively promotes effective group interaction • always sensitive to the ideas and opinions of others • actively listens and responds appropriately

	others • weak listening skills – easily distracted		• listens with no interruptions	
Group Roles	• rarely performs a role in the group • distracts others from their roles	• makes an attempt but requires assistance to perform a role in the group • commitment to the group goals is inconsistent	• effectively performs the assigned role in the group • communicates a commitment to the group goals	• demonstrates ability to perform multiple group roles • volunteers to help others
Research Skills	• research includes a limited use of resources • relevancy of materials collected is lacking	• research includes less than the required amount of information • investigation includes some materials that are relevant	• research includes information from three different sources of information • investigates and records relevant information from a variety of sources	• research includes a variety of multiple sources of information • relevancy of information collected is creative
Organization of Presentation	• poor organization with limited preparation • lacks connection between ideas and examples	• organization is attempted but is incomplete • needs additional connections between ideas and examples	• organization has a clear beginning, middle, and end • ideas and examples are logically related	• organization is clear and creative • creative use of ideas, examples, and resources
Delivery	• words unclear • voice monotonous • speaks too quickly	• some words unclear • voice rarely varied • speaks	• most words clear • voice often varied • generally	• words clear • voice varied • speaks at correct

	or slowly with inappropriate pausing • little attempt to interest the audience • responds minimally to the audience	too quickly or slowly at times with little pausing for emphasis • some attempt to engage the audience • responds hesitantly to the audience	speaks at correct speed; frequent pausing for emphasis • engages audience to be receptive • responds capably to the audience	speed; effective pausing for emphasis • body language enhances message • engages audience to be responsive • responds insightfully to the audience
Media Product (such as a newsletter) NOTE: the "purpose" refers to the intent of the product (such as to inform, to advertise)	• lacks clarity and focus with little attempt to achieve the purpose • final product is not neat and lacks necessary detail • limited use of language, with little consideration of the audience	• states the purpose but does not effectively achieve it • final product's appearance has limited impact • suitable use of language, with some consideration of the audience	• is focused, clear, and authentically achieves the purpose • final product's appearance is attractive and engaging • convincing use of language, appropriate for the audience	• is focused, clear, and authentic, and creatively achieves the purpose • final product's appearance is uniquely engaging • varied use of language in a creative and persuasive manner, appropriate for the audience

Continue to Unit 5 | Back to Unit 3 | Back to Course Profiles main menu

Unit 5: Finding Our Voices

Time: 25 hours

Unit Developer(s)

Linda May Bell
Kate Dodsworth
Les Harrison
Wilf Smyth
Philip Vousden

Development Date: May - July 1999

Unit Description

Finding Our Voices is a culminating activity to practise the skills of narration, poetry, drama, media, and research. Students move beyond their immediate personal experiences to explore literature and media that reveal the stories, ideas, and opinions of other time periods or cultures. This unit could focus on the literature of a particular region or country, for example the Maritimes, the Caribbean, or Australia. It could explore a specific theme or motif, such as the role of the hero, or the outsider; or Aboriginal rights, or the First Nations people and their relationship with the land; or speaking out against injustice. Alternatively, this unit could be designed to develop an understanding of a genre: science fiction, mythology, or adventure. This particular course profile focuses on the theme of isolation, alienation, harassment, bullying, and social injustice. Students develop and record their thoughts, ideas, and feelings about significant issues in a variety of personal responses, as well as in exposition and creative works. By the end of the unit, students better understand themselves in a diverse society through cross-curricular and cross-cultural learning. They have reviewed the skills and knowledge from Units 1 - 4 and completed assignments that will be added to their Writing Folder. The best pieces from the Writing Folder are chosen, edited, polished, and published in their Portfolio, one of the culminating assessments for the course.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations: LIV.01D, LIV.02D, LIV.03B; WRV.01D, WRV.02D, WRV.03D, WRV.04B, WRV.05D; LGV.01D, LGV.02B; MDV.01D, MDV.02D.

Specific Expectations: LI1.01D, LI1.02D, LI1.03B, LI1.04D, LI1.05D, LI1.06D, LI1.07D, LI1.08D, LI2.03D, LI3.01D, LI3.02D, LI3.03D; WR1.02D, WR1.03D, WR1.04D, WR2.01D, WR3.02D, WR3.03D, WR3.04D, WR3.05D, WR3.06D, WR4.01D, WR4.02B, WR4.03B, WR4.04B, WR5.01D, WR5.02B, WR5.03D, WR5.04B, WR5.05D, WR5.06D, WR5.07B, WR5.08B, WR5.09B, WR5.10B, WR5.11B, WR5.12B, WR5.13B, WR5.14B, WR5.15B, WR5.16B; LG1.03B, LG1.04B, LG1.05D, LG1.06B, LG1.07B, LG2.01D, LG2.03D, LG2.04D, LG2.05D, LG2.06D, LG2.07D; MD1.01B, MD1.02D, MD1.03D, MD1.04D, MD2.01D, MD2.02D, MD2.03D.

Activity Titles (Time + Sequence)

Activity 1	Feeling the Pressure	150 minutes
Activity 2	Inner Voices	150 minutes
Activity 3	Protest Around the World	150 minutes
Activity 4	Shaping Your Thoughts	150 minutes
Activity 5	I'm Unique!	150 minutes
Activity 6	Is It Worth The Fight?	600 minutes
Activity 7	The Culminating Assessment	150 minutes

Unit Planning Notes

This unit provides opportunities for the students to practise the skills and knowledge acquired in Units 1-5. The overall theme connecting these activities is one of isolation, peer pressure, harassment, bullying, and finding oneself. The teacher collaborates with the teacher-librarian to gather resources on important individuals of the past and present from magazines, books, Internet sites, newspapers, and documentary films. The teacher may make use of community expertise: ethnocultural groups, librarians, police and firefighters, writers, theatre guilds, businesses, historical societies, religious leaders, and retired teachers. The teacher may draw on the expertise of the school board's Professional Support Staff: social workers, probation officers, child and youth care workers, attendance counsellors, speech and language pathologists, psychometrists, and public health care workers. The teacher creates a library of short videos about violence and peer pressure and related articles from newspapers and magazines. Students examine careers and research them with the assistance of the guidance department. Students have chosen a group novel to read on the theme and they have completed Reading Logs about it prior to the beginning of this unit. Students are aware that they may wish to pursue research on an author whom they have studied in the previous units.

Prior Knowledge Required

This is a culminating unit. It is expected that students have mastered the skills taught in Units 1-4.

Teaching/Learning Strategies

This is an integrated unit which reviews and uses many of the teaching and learning strategies of Units 1-4: critical viewing of video essays and documentaries, writing in rôle, interviews, debating, persuasive writing and opinion papers, essays, reports, presentations, novel study, reading magazines and newspapers, production of portfolio, self-evaluation and reflection, and it provides for a course evaluation.

Assessment/Evaluation

Assessment samples are included for all four strands and include rubrics, checklists, peer evaluation, and self-evaluation. This unit focusses on the group novel study and the Culminating Assessment which can fulfill the 30% final course evaluation criteria.

Resources

Aker, D. and D. Hodgkinson. *Language and Writing 9*. Toronto: Nelson, 1999. ISBN 0-17-618701-4

Archer, L., C. Costello, and D. Harvey. *Reading and Writing for Success*. Toronto: Harcourt Brace, 1999. ISBN 0-7747-0197-8

Armstrong, S. *Far and Wide: Essays From Canada*. Scarborough: ITP Nelson, 1994. ISBN 0-17-60475-0

Barlow-Kedves, A., et al. *SightLines*. Toronto: Prentice Hall, 1999. ISBN 0-13-012906-2

Barry, J. *Global Safari: Reflections in World Literature*. Toronto: Nelson, 1994. ISBN 0-17-603980-5

Bell, L. M., et al. *Independent Learning: Process to Product*. Toronto: OSSTF, 1989. ISBN 0-920930-43-3

Borovilos, J. *Breaking Free: A Cross Cultural Anthology*. Scarborough: Prentice-Hall, 1994. ISBN0-13-307430-7

Dawe, R., et al. *ResourceLines 9/10*. Toronto: Prentice Hall, 1999. ISBN 0-13-0112922-4

Dube, J., et al. *Writing Sense 9*. Toronto: Harcourt Brace, 1999. ISBN 77471445-X

Dunphy, J. *On Your Marks: Exemplar Guide to Writing Assessment and Improvement*. Ottawa: Carleton Board of Education, 1995.

Hilker, D. and S. Harper. *Elements of English 9*. Toronto: Harcourt Brace, 1999. ISBN 0-7747-0575-2

Hilker, D., et al. *Transitions: Fiction, Poetry and Non-Fiction*. Toronto: Harcourt Brace, 1995. ISBN 0-7747-0151-X

Kirkland, G. and R. Davies. *Inside Stories I*. Toronto: Harcourt Brace, 1999. ISBN 77470581-7

Lottridge, C. and A. Dickie. *Mythic Voices: Reflections in Mythology*. Scarborough: Nelson, 1991. ISBN 0-17-603713-6

Luengo, A., ed. *Literature and Media 9*. Toronto: Nelson, 1999. ISBN 0-17-618701-4

MacNeill, J., ed. *Three-Way Mirror: Reflections in Fiction and Non-Fiction*. Scarborough: Nelson, 1989. ISBN 0-17-603093-X

Toutant, A. *Endless Possibilities*. Don Mills: Oxford, 1999. ISBN 19-54-173644

Walker, D. and L. Johnstone. "Movie Heroes and The Heroic Journey". Toronto: MSSB and York Region Board of Education.

Guidance and Career Education

The Learning Partnership. *Take Our Kids To Work™: Teacher's Resource*. Toronto, 1997.

Misner, J. and S. Kearns. *Exploring Your Horizons: Career and Personal Planning*. Toronto: McGraw-Hill Ryerson, 1998.

Ontario Ministry of Education and Training. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Individual Education Plan (IEP): A Resource Guide*. Toronto: Queen's Printer, 1998.

Ontario Ministry of Education and Training. *Stepping Up! Ontario's New Standards for High Schools*. Toronto: Queen's Printer, 1999.

Web Sites

Aboriginal Links Sites
http://johnco.com/native

Aboriginal Links
http://bloorstreet.com/300block/abor

Aboriginal Youth Network
http://ayn-o.ayn.ca

The Assembly of First Nations
http://www.afn.ca

Canadian Native Nations
http://lindy4.fdl.cc.mn.us

The Globe and Mail
http://forum.theglobeandmail.com/globen

Indian and Northern Affairs Canada
http://www.inac.gc.ca

Ontario Curriculum Clearinghouse (OCC) - approved textbooks listing
www.curriculum.org

Novels and Plays

Clarke, A. *There Are No Elders*. Toronto: Exile Editions, 1993. ISBN 1-55096-074-1

Collins, M. *To Kill a Mockingbird: A Unit Plan*. Berlin, MD: Teacher's Pet Publications, Incorporated, 1994. ISBN 1-58337-000-5

Halvorson, M. *Cowboys Don't Cry*. New York: Bantam, 1986. ISBN 0-440-91303-9

Hinton, S. *The Outsiders*. New York: Bantam, 1968. ISBN 0-440-96769-4

Koehn, I. Mischling, *Second Degree: My Childhood in Nazi Germany*. New York: Bantam Books, 1978 ISBN 0-688-80110-2

Lee, H. *To Kill a Mockingbird*. Philadelphia: Lippincott-Raven, 1999. ISBN 0-446-31078-6

Saunders, G. *Stormquest*. 1988 screenplay.

Scott, J. *To Kill a Mockingbird: A Student Response Journal*. Cheswold, DE: Prestwick House, 1998.

Steinbeck, J. *Of Mice and Men*. Old Tappan, NJ.: Macmillan, 1978. ISBN 0-14-004891-X

Ten Boom, C. *The Hiding Place*. New York: Bantam Books, 1971. ISBN 0-8007-9247-5

Watson, P. *To Kill a Mockingbird Literature Guide*. San Antonio: ECS Learning Systems, Incorporated, 1992. ISBN 1-58049-*718-7*

Wyndham, J. *The Chrysalids*. Toronto: Penguin Books Canada, Limited. ISBN 0-14-001308-3

Activity 1: Feeling the Pressure

Time: 150 minutes

Description

Given that Finding Our Voices is a culminating unit, it may well prove useful and economical to link Activities 1, 2, and 3 into a thematically-linked series of activities. In Activity 1, students produce an entry for a Grade 9 student handbook or an "alternative" handbook. This may be produced either as hard copy, as an entry on an electronic bulletin board, or both. This piece of writing itemizes personalized codes of conduct and attitudes toward others, which serves to counter the negative impact of alienation, loneliness, bullying, prejudice, harassment, and peer pressure.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.04B - revise their written works independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity and unity;

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;
LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works.

Specific Expectations

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning; ❖
LI3.03D - explain how authors and editors use design elements to help communicate ideas; ❖
WR4.01B - revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity;
WR5.02B - select the publication method or vehicle most accessible or appealing to the intended audience;
WR5.03D - assess their facility with the writing process, documenting their use of different genres and forms in personal and assigned writing and identifying goals for writing improvement and growth; ❖
WR5.04B - edit and proofread their own and others' writing;
WR5.05D - use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections;
WR5.11B - use knowledge of a wide range of spelling patterns and rules to identify, analyse, and correct spelling errors;
LG1.05D - use the structures of standard Canadian English;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments.

Planning Notes

- Assemble a selection of informational, literary, electronic, and video texts on the subject of bullying, prejudice, alienation, harassment, and peer pressure.
- Assemble resources and policies on peer mediation and harassment from the guidance and business departments.
- Show students examples of school handbooks and other publications which advise or guide young people.
- Schedule meetings with school administration, school council, and/or students' council in order that specific requests regarding content may be considered.
- Book the computer lab and be prepared to provide instruction on how to scan photographic images into texts.

Prior Knowledge Required

- *The Ontario Curriculum, Grades 1- 8, Language, 1997*
- Students have been taught that particular target audiences require different levels of language and different tones depending upon purpose.

Teaching/Learning Strategies

1. The teacher facilitates a discussion comparing what advice "official" handbooks give to students with what Grade 9 students would actually like to know, using current school handbooks, school

policy documents, and/or board policy documents as examples. The class analyses the documents and discusses the inferences different people may make from policy documents. They analyse ways that design elements are used.

2. Through an understanding of the text examined in Activities 1-3, students draw up a list of Grade 9 concerns and prioritize them in order of perceived seriousness. These are drafted into a sample student handbook.
3. Using the writing process, students polish and revise their written work with a focus on clarity and conciseness.
4. Students edit and proofread the final draft, correctly using the grammar, spelling, and punctuation conventions of standard Canadian English.
5. The students select or create a photograph, or other appropriate visual image with which to illustrate their text.
6. Extension: The students could submit their student handbooks. These handbooks could be presented to the school administration, guidance department, students' council, and/or school council.
7. Extension: Technical Writing: The teacher may choose to focus on technical writing by carrying out an exercise in "Process Description". Technical writing is focussed more on an accurate, concise description of information making use of current terminology. A sample exercise could be to have students write a set of instructions for using spell check, grammar check, scanning a photograph, or formatting text. Technical writing uses short sentences and simple, clear, concise language. Good technical writing has the same meaning for all readers.

Assessment/Evaluation

Formative: writing checklists; assembling relevant extracts from texts; selecting relevant materials
Summative: student-designed rubric to assess the handbook (LI1.05D) (LI3.03D) (WR5.03D)

Resources

Aker, D. and D. Hodgkinson. *Language and Writing 9*. Nelson Publishing, 1999. ISBN 0-17-618681-6

Barlow-Kedvas, Alice, et al. *SightLines 9*. Scarborough: Prentice-Hall Publishing, 1999. ISBN 0-13-012906-2

Dawe, R., et al. *ResourceLines 9/10*. Scarborough: Prentice-Hall Publishing, 1999. ISBN 0-13-012922-4

Hilker, D. and S. Harper. *Elements of English*. Harcourt-Brace, 1999. ISBN 0-7747-0575-2

Hilker, D., B. Duncan, S. Harper, and A. Mozarowski. *Transitions*. Toronto: Harcourt Brace, 1995. ISBN 0-7747-0151-X

Iveson, M. and S. Robinson. *What's Fair*, Anthology and Magazine, from MultiSource. Scarborough: Prentice-Hall, 1993. ISBN 0-13-020256-8

Accommodations

- Pair students for the construction of the final product.
- Proofread and edit early drafts for students with learning disabilities.
- Make assistance available from senior peer mentors or members of students' council if desired.

Activity 2: Inner Voices

Time: 150 minutes

Description

Having examined in selected texts or excerpts the role of the "outsider", students write in rôle and explore the characters' thoughts and feelings to demonstrate a sensitivity to point of view and an ability

to use language appropriately to reflect purpose and audience. Students are encouraged to examine and write about their own thoughts and feelings on specific contemporary issues, which could include those issues raised in Activity 1.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

WRV.04B - revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity and unity;

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose of the audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.01D - use knowledge of the elements intended audience, and production practices of a variety of media forms;

MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;

LI1.04D - locate explicit information and ideas in texts, to use in developing opinions and interpretations;

LI1.07B - explain how readers' backgrounds might influence the way they understand and interpret text;

LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;

WR1.04D - use the information and ideas generated by research to develop the content of written work; ❖

WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;

WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work;

WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below; ❖

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

LG2.01D - communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;
LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;
MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works;
MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose;
MD2.03D - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.

Planning Notes

- Provide appropriate shorter texts to reflect the issue of alienation of the individual.
- Be prepared to organize small group discussion on a variety of issues.
- Encourage discussion of relevant, current examples in which individuals may be victims of prejudice, peer pressure, bullying, harassment, or injustice.

Prior Knowledge Required

- *The Ontario Curriculum, Grades 1-8, Language, 1997*
- Review narratives presented in previous units with specific focus on alienation and/or discrimination if desired.

Teaching/Learning Strategies

1. Initiate group discussion, providing students with an opportunity to identify the variety of hindering and helping roles within the group. Assign specific roles, including that of the outsider.
2. Students watch another group discussion and try to identify the roles of the participants.
3. Use a text (short story, article) to introduce the issue of alienation, peer pressure, harassment, bullying, or prejudice.
4. Students assume the role of a character in the text and design a series of diary entries which reflect the development of the character's thoughts and feelings.
5. Students use the writing process to write letters reflecting the points of view of both the aggressor and the victim in a specific and current context.
6. Extension: Students might design and promote a media campaign to explain the problem of alienation and prejudice, and to offer solutions to the problem.
7. Extension: Students might interview someone who has experienced prejudice or alienation. Perhaps a text victim could be chosen. Careful examination of interview questions and discussion about sensitivity to victim's feelings are necessary.

Assessment/Evaluation

Formative: checklist of completed activities
Summative:

- design of appropriate rubrics
- diary format: length, content (WR5.04B)
- product: media component (TV interview, poster, collage, board game)
- writing folder item(s) (WR1.04D)

Resources

Video

The Wave (shows high school students who become caught up in an experiment to promote a group identity); examples of alienation

Print

materials from fiction and non-fiction sources; mythology; articles

Aker, D. and D. Hodgkinson. *Language and Writing 9*. Toronto: International Thomson Publishing, 1999. ISBN 0-17-618681-6

Dawe, R., et al. *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4

Hilker, D. and S. Harper. *Elements of English 9*. Toronto: Harcourt-Brace Company Canada Ltd., 1999. ISBN 0-7747-0575-2

Community Resources

social agencies may have available speakers or relevant materials

Accommodations

- Read the text to the class.
- Peer helpers might assist in the projects required.
- Students might audiotape or videotape the written component.

Activity 3: Protest Around The World

Time: 150 minutes

Description

Students continue to study the theme of peer pressure as this is reflected by the individual's position in a hostile environment. They read and listen to a short selection of poems and songs from various cultural and historical points of view in order to determine both what is being said and how it is being presented. Students write a short poem/song modelled on this experience.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

WRV.04B - revise their written work, independently and collaboratively with a focus on support for ideas and opinions, accuracy, clarity and unity;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopedias;

LI1.04D - locate explicit information and ideas in texts, to use in developing opinions and interpretations;

LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;

LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing ;

WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences; ❖

WR4.01D - revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity;

LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;

LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;

MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose.

Planning Notes

- Collect poems and songs on the chosen theme, which reflect various cultural and historical points of view.
- Prepare a rubric that can be used to assess the student's creative poem/song. This rubric may be developed co-operatively with the students.
- Ensure that thesauri, dictionaries, and other reference texts/handbooks are available for student use, as well as computers, if available.

Prior Knowledge Required

- Students know the appropriate strategies to read, understand, and interpret poetic texts.
- Students know the value of sound devices, of figurative language, and of appeals to the senses in creating poetic texts.

Teaching/Learning Strategies

1. Students read and/or listen to a selection of poems/songs on the theme.
2. The teacher and students discuss the author's theme and/or point of view, and how it is presented poetically, for one of the selections.
3. Students in small groups choose another of the poems/songs from the selection, analyse it in the same way as the previous selection, and present it to the class.
4. Students create their own poem/song to be submitted.
5. **Extension:** The students' poems may be read to the class or to groups within the class, and may be used as their poetic text in their portfolios.

Assessment/Evaluation

Formative: graphic organizer/chart on poem/song studied as a class and on a poem/song studied in the small group
Summative: rubric for creative song/poem (WR2.01D)

Resources

Aker, D. and D. Hodgkinson. *Language and Writing 9*. Toronto: International Thomson Publishing Nelson, 1999. ISBN 0-17-618681-6

Best Poems: *Poems For Young People*. Illinois: Jamestown Publishers. NTC/Contemporary Publishing Group, Inc., 1998. ISBN 0-89061-848-8

Cameron, B. *Prism of Poetry: Pathways to Writing*. Scarborough: Prentice-Hall Canada Inc., 1995. ISBN 0-13-435330-7.

Davies, R. and G. Kirkland. *Imagining (Connections 1)*. Toronto: Gage Publishing Limited, 1981. ISBN 0-7715-1158-2.

Dawe, R., et al. *ResourceLines 9/10*. Scarborough: Prentice Hall Ginn Canada, 1999. ISBN 0-13-012922-4.

Franceschi, M. *Pillars of Lace: The Anthology of Italian-Canadian Women Writers*. Toronto: University of Toronto Press, 1998. ISBN 1-55071-055-9.

Hilker, D. and S. Harper. *Elements Of English 9*. Toronto: Harcourt Brace, 1999. ISBN 0-7747-0575-2

Kirkland, G. and R. Davies. *Inside Poetry*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4.

Kirkland, G. and R. Davies. *Inside Poetry: Teacher's Guide*. Toronto: Harcourt Brace, 1986. ISBN 0-7747-1225-2.

Mouland, E., ed. *Tracing One Warm Line: A Selection of Canadian Poetry*. Saint John's, NF: Breakwater Books, 1995. ISBN 1-55081-089-8.

Simpson, A., ed. *What's Fair? Anthology. MultiSource*. Scarborough: Prentice-Hall Canada Inc., 1993. ISBN 0-13-020256-8

Wallace, A., ed. *Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women*. Lawrenceville, NJ: Africa World Press, 1992. ISBN 0-86543-195-7.

Accommodations

- Pair successful students as peer mentors to assist those needing remediation and consolidation of skills, and to assist with reading/writing tasks.
- A diagnostic check for knowledge and understanding of content and form would be appropriate for students for whom English is a second language or who are language impaired.
- Provide a variety of poems/songs at various degrees of complexity to accommodate exceptional students for whom English is not the first language.
- Make samples available as role models for students who have difficulty visualizing the final product.

Activity 4: Shaping Your Thoughts
Time: 150 minutes

Description

Students have, throughout the course, been reading a variety of texts by a collection of authors which focusses on a particular region or country, specific culture, time in history, theme, or motif. Students have been researching the authors' backgrounds. In this activity, students study how the authors' backgrounds have influenced the information and ideas of their text and how the authors have used

diction and phrasing to achieve particular effects in their writing. Each student studies how his/her own personal background influences the interpretation of text. Students prepare and present an oral report.

Strand(s) and Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of informational texts from contemporary and historical periods;

WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

LGV.01D - use a knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose of the audience;

LGV.02B - use listening techniques and oral communications skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopedias;

LI1.04D - locate explicit information and ideas in texts, to use in developing opinions and interpretations; ❖

LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text; ❖

LI1.08D - explain how the background of the author might influence the information and ideas in a text; ❖

WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, be selecting and using forms of writing appropriate to different purposes and audiences;

LG1.03B - identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins; ❖

LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG2.01D - communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;

LG2.05D - practise with cue cards and relaxation exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations; ❖

LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance; ❖

MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose.

Planning Notes

- The students have been preparing a Reading Log and personal Response Journal on literature focussing on a particular region or country, specific culture, time in history, theme or motif. These may have been kept on computer disk.

- If resources are limited, ask students to share resources so that several students are reading the same literature.

Prior Knowledge Required

- Students have acquired adequate research skills.
- Students have a knowledge of stylistic devices, diction, and phrasing.
- Students have oral presentation skills.

Teaching/Learning Strategies

1. Students review their Reading Logs and personal Response Journals and choose one author as an example of a writer whose background has influenced his/her writing.
2. Students prepare a profile of the author, identifying examples from the text of the influence the author's background has had on his/her writing.
3. The teacher and students brainstorm methods of orally presenting the effects of the author's background on written text (interview, dramatic monologue).
4. The teacher and students brainstorm appropriate questions to ask an author in an interview or after a dramatic monologue.
5. The teacher and students produce a rubric to assess this oral presentation.
6. Students choose questions to answer in an interview or produce monologues in the role of their chosen authors.
7. Students work in pairs to practise their interviews or monologues receiving oral feedback on their presentations from their partners.
8. Students deliver an oral presentation in the role of their chosen authors.

Assessment/Evaluation

Summative: teacher and students assess oral presentation using a rubric (LI1.04D) (LI1.07D) (LI1.08D) (LG1.03B) (LG2.05D) (LG2.07D)

Resources

Armstrong, S. *Far and Wide: Essays from Canada.* Scarborough: ITP Nelson, 1994. ISBN 0-17-60457-0

Barry, J. *Global Safari: Reflections in World Literature.* Toronto: Nelson, 1994. ISBN 0-17-603980-5

Barlowe-Kedves, A., et al. *ResourceLines 9/10.* Toronto: Prentice Hall, 1999 (In press) ISBN 0-13012922-4

Barlowe-Kedves, A., et al. *SightLines 9.* Toronto: Prentice Hall, 1999 (In press) ISBN 0-13012906-2

Borovilos, J. *Breaking Free: A Cross Cultural Anthology.* Scarborough: Prentice-Hall, 1994. ISBN 0-13-307430-7

Toutant, A. *Endless Possibilities.* Don Mills, Oxford, 1999. ISBN 19-54-173644

Companions to Literature - for author biographies

Accommodations

- Talking books are available from the W. Ross McDonald School for the Blind and local public libraries for those who are sight-impaired or language-impaired.
- Exceptional students may ask peer mentors and other subject teachers to help select material to be read for Reading Logs.

Activity 5: I'm Unique

Time: 150 minutes

Description

After having understood how an author's background influences his/her writing, the students reflect on the development of their personal and unique writing style as it reflects their personal backgrounds. In this activity, students focus not only on their background, but also on future expectations, giving consideration to their own Annual Education Plan, letter of intent from the opening of the course, writing folder contents, Response Journal entries, and goals for the future.

Strand(s) and Expectations

Strand(s): Writing and Language

Overall Expectations:

WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.04B - revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity and unity;

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

WR1.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encylopedias, electronic newsgroups, e-mail messages, and electronic databases; ❖

WR1.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material; ❖

WR1.04D - use the information and ideas generated by research to develop the content of written work;

WR4.01B - revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity;

WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;

LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections;
- simple, compound, and complex sentences;
- components of sentences: subject, predicate, object, subject complement, prepositional and participial phrases, main and subordinate clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense and voice; ❖

LG1.06B - recognize, describe, and correct sentence errors in oral and written language; ❖

LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:

- spelling: homophones and possessive pronouns and adjectives;
- capitalization: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
- punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, quotation

marks, parentheses, ellipses. ❖

Planning Notes

- Plan with guidance personnel access to guidance facilities and resources.
- Plan with library and media personnel access to Internet resources.
- Students have a copy of their most recent AEP, Letter of Intent, Writing Folder, and Response Journals.

Prior Knowledge Required

- Students know the procedures for accessing career information.
- Students have the skills required for accessing and assessing Internet information.
- Students have a basic knowledge of computer skills.

Teaching/Learning Strategies

1. Students prepare a personal profile or brief autobiography.
2. Students prepare personal Response Journal entries reflecting on their Grade 9 year, or review their letters of intent. For the protection of privacy, only the teacher edits this assignment.
3. In co-operation with guidance, librarian and media personnel, students research one or two possible future career interests.
4. Using the writing process, students prepare forewords for their Published Portfolios in the form of a poem, newspaper article, personal essay, or interview
5. **Extension:** In co-operation with guidance personnel and teacher advisor, students may draft their AEP for the next semester. For the protection of privacy, only the teacher or teacher advisor edits the AEP.

Assessment/Evaluation

Formative:

- AEP
- Response Journals
- writing folder maintenance

Summative: portfolio foreword (WR1.02D) (WR1.03D) (LG1.05D) (LG1.06B) (LG1.07B)

Resources

The Learning Partnership. *Take Our Kids To Work: Teacher's Resource*. Toronto, 1997.

Misner, J. and S. Kearns. *Exploring Your Horizons: Career and Personal Planning*. Toronto: McGraw-Hill Ryerson, 1998. ISBN 0-07-551-392-7

Ontario Ministry of Education. *AEP Guideline*. Toronto: Queen's Printer, 1999.

Accommodations

Exceptional students may seek assistance from Special Education personnel and their Teacher Advisor in preparing their AEP. This may be the appropriate time for students to review and have input into personal IEPs and to hold annual IPRC meetings.

Activity 6: Is It Worth the Fight?

Time: 600 minutes

Description

Students complete a group or class novel set of activities which allow for summative evaluation. This may include a test, group performance, individual performance, and/or final products from an individual and/or a group.

Strand(s) and Expectations

Strand(s): Literature, Writing, Language, Media

Overall Expectations:

LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;

WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

WRV.04B - revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity and unity;

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences;

MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works;

MDV.02D - use knowledge of a variety of media form, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopedias; ❖

LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;

LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;

LI1.04D - locate explicit information and ideas in texts, to use in developing opinions and interpretations;

LI1.06D - use specific evidence from a text to support opinions and judgements; ❖

LI2.03D - use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre; ❖
LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing ;
LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing ;
WRl.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopedias, electronic newsgroups, e-mail messages, and electronic databases;
WR3.02D - use changes in time, place, speaker, or point of view to structure narrative paragraphs; ❖
WR3.03D - use a single controlling idea and connecting words to structure a series of paragraphs; ❖
WR3.04D - use key words from questions or prompts to organize ideas, information, and evidence in homework answers; ❖
WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence; ❖
WR3.06D - provide an introduction, body, and conclusion in written reports and short essays;
WR4.01D - revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity;
WR4.02B - revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language; ❖
WR5.01D - identify sources of ideas, information, and quotations in writing and independent research projects; ❖
WR5.02B - select the publication method or vehicle most accessible or appealing to the intended audience; ❖
WR5.03D - assess their facility with the writing process, documenting their use of different genres and forms in personal and assigned writing and identifying goals for writing improvement and growth; ❖
WR5.04B - edit and proofread their own and others' writing;
WR5.11B - use knowledge of a wide range of spelling patterns and rules to identify, analyse, and correct spelling errors;
WR5.13B - use the apostrophe correctly when spelling contractions and possessives;
LG1.05D - use the structures of standard Canadian English;
LG2.01D - communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions; ❖
LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;
LG2.06D - explain how oral communication skills can contribute to success in all curriculum areas and the world outside the school;
LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance;
MD1.01B - demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works; ❖
MD1.03D - compare and explain their own and their peers' reactions to a variety of media works;
MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation. ❖

Planning Notes

- The teacher and the students have chosen their group novels early in the semester and they have set a deadline for the completion of reading the group novel prior to the beginning of this activity.
- Review appropriate reading and recording strategies for the group novel.
- Be aware that management skills are very important to this culminating evaluation process.

Prior Knowledge Required

- group work skills
- peer and self-evaluation skills
- research skills
- presentation skills

Teaching/Learning Strategies

1. Prior to the beginning of this activity, students have read their group novels and each student has developed a content test to administer to another group member. This ensures that each member of the group has completed the reading with understanding and can fully participate in the group discussion, project development, and presentation.
2. Students discuss and assess the reading strategies they used to complete this task.
3. The teacher and students brainstorm a number of activities that could be completed in the novel study. They come to an agreement of what constitutes a Level 3 product. Written items could be put into a magazine or newspaper format.

   Narrative-related activities:
   - write an interview with a main character;
   - write a prequel or sequel chapter to the novel;
   - research the author;
   - explain what would be different if the gender of the characters were switched or the time period or setting were different;
   - describe how the author's background influenced the theme and/or writing style;
   - write a critique of the genre of this novel;
   - compare this novel to another novel by the same author, in the same period or same genre;
   - write a research report on a topic of interest from the novel.

   Poetry-related activities:
   - find a poem which relates thematically with the novel and make a comparison;
   - write a poem which relates thematically with the novel;
   - locate poems written by the same author as the novel and relate how the poet's background is reflected in both genres.

   Drama-related activities:
   - design costumes for the main characters and explain why they are appropriate;
   - create a dramatic scene of one of the events in the novel;
   - write the script for a scene based on the novel.

   Media-related activities:
   - draw a map of the setting and explain its influence on the novel;
   - make a collage on the theme and write a personal response to accompany it;
   - design a board game, word search, crossword puzzle to show vocabulary development and utilization;
   - choose music appropriate to a film version of the novel and explain your choices;

- research artwork associated with the time period of central theme of the novel and write an analysis of its influence or appropriateness;
- write an editorial on the theme of the novel;
- write a letter to the editor on the theme of the novel;
- make a scrapbook or keepsake box for one of the characters;
- compare and contrast the novel and the film version.

4. Consider various ways that the product could be presented to the class or to other groups - television talk show, skit, newspaper or magazine editorial meeting, video of scenes, and product.
5. Students meet in groups in class each day for four days to complete the tasks with teacher supervision. The teacher monitors the group process.
6. Students present their finished product in an educational and entertaining way to keep those who have not read the book intrigued as discussed in Strategy 4.
7. Students take a scene from the novel and adapt it to another medium such as a radio play, a television show, or a computer game.
8. Students analyse the effects of the different medium on the same story by writing a Personal Response on which medium they preferred and why.

Assessment/Evaluation

Summative:

- group process checklist - teacher evaluation, peer evaluation, self evaluation (LG2.01D)
- content test results
- peer evaluation of usefulness and depth of content test developed
- product - teacher evaluation (LI1.01D) (LI1.06D) (LI2.03D) WR3.03D) (WR3.04D) (WR3.05D) (WR4.02D) (WR5.01D) (WR5.03D), (WR5.13B); group evaluation (WR5.03D); self-evaluation (WR5.02B)
- presentation - teacher evaluation, peer evaluation, self-evaluation (MD1.01B) (WR3.02D)
- personal response analysis of the change of medium (MD2.01D)

Resources

groups of novels which focus on a genre, theme, or author

sample group novel products

Ontario Ministry of Education and Training. *Communicating Student Learning: The Third Conference on Assessing, Testing and Reporting Achievement.* Toronto: MET, 1999.

Accommodations

- For those students for whom time management is a problem, the teacher or a peer helper could assist with organization and a planning calendar. Some parts of the final product could be submitted in sections for evaluation.
- Additional time could be provided for exceptional pupils when they are writing an examination or completing the Portfolio.
- Peer tutors and other subject teachers could assist with the choice of the best pieces for the Portfolio. The tutors could also assist with editing, and support students during tests and examinations.
- Examination could be modified for those who are sight impaired.

Activity 7: Culminating Assessment

Time: 150 minutes

Description

As the students have completed their self-evaluation, they can now review their own goals for improving their skills in English. Class time is provided for students to review their Writing Folder contents, to choose the best five pieces, to seek further peer editing and suggestions for inclusion, to revise their work, and to publish a Portfolio.

Strand(s) and Expectations

Strand(s): Writing, Language, Media Studies

Overall Expectations:

WRV.01D – use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.04D - revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity and unity;

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose of the audience;

MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works.

Specific Expectations:

WR1.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material; ❖

WR4.01D - revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity; ❖

WR4.03D - make constructive suggestions to peers; ❖

WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work; ❖

WR5.02B - select the publication method or vehicle most accessible or appealing to the intended audience; ❖

WR5.03D - assess their facility with the writing process, documenting their use of different genres and forms in personal and assigned writing and identifying goals for writing improvement and growth; ❖

WR5.04B - edit and proofread their own and others' writing; identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation; ❖

WR5.05D - use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections; ❖

WR5.06D - construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial phrases; ❖

WR5.07B - identify and correct sentence fragments, run-on sentences, and comma splices; ❖

WR5.08B - make compound subjects agree with verbs in simple and compound sentences; ❖

WR5.09B - make pronouns agree with their antecedents in number and gender; ❖

WR5.10B - use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing; ❖

WR5.11B - use knowledge of a wide range of spelling patterns and rules to identify, analyse, and correct spelling errors; ❖
WR5.12B - use and spell homophones correctly; ❖
WR5.13B - use the apostrophe correctly when spelling contractions and possessives; ❖
WR5.14B - use a variety of resources to correct errors in spelling; ❖
WR5.15B - use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses; ❖
LG1.06B - recognize, describe, and correct sentence errors in oral and written language;. ❖
MD1.04D - identify factors that influence media production and distribution and explain the effect of these factors on specific media works. ❖

Planning Notes

- The teacher and students are to have housekeeping arrangements to keep Writing Folders accessible, but secure.
- Provide exemplars of Portfolios.
- Encourage the students to utilize various word processing/desktop programs to publish their Portfolio.
- The teacher and students can collect various magazines, newspapers, and clip art to provide illustrations.
- The teacher gives the students advance notice that the Writing Folders are to be reviewed and five items from them are to be used in these two classes for peer editing and personal revision.
- Try to make word processing and desk top publishing programs available.
- Act as a mentor and publisher.
- Provide dictionaries and thesauri, both print and electronic.

Prior Knowledge Required

- expectations of peer editing
- proofreading skills

Teaching/Learning Strategies

1. Students review their Writing Folders and choose five items to be used in these two classes for peer editing and personal revision.
2. Students take advantage of the exemplars, word processing, and desktop publishing programs available.
3. Students seek a peer proofreader to assist with editing and polishing their best work.
4. Students use the teacher as a mentor and potential publisher.
5. Students use the teacher as a peer editor who will give valuable feedback and encouragement.
6. Act as a proofreader if a peer editor is absent or there is a need for clarification of a suggested change or correction.
7. Students publish their portfolio as a media work including text, graphics, and illustrations and will explain their choice of materials and style in their foreword or self-evaluation.

Assessment/Evaluation

Summative:

- checklist on the quality and consistency of teacher and peer editing (WR5.04B)
- the teacher evaluates the quality, completeness, correctness and visual appeal of the published Portfolio based on a rubric designed in collaboration with the students (see Appendix 5A) (WR4.01D) (WR5.05D) (WR5.06D) (WR5.07B) (WR5.08B) (WR5.09B) (WR5.10B) (WR5.11B) (WR5.12B) (WR5.13B) (WR5.14B) (WR5.15B)

- students self-evaluate their Portfolios, using their Letter of Intent and their Writing (WR1.03D) (WR5.02B) (WR5.03D) (LG1.06B) (MD1.04D); Writing Folder Table of Contents to assess growth - rubric and foreword (WR4.04B)
- peers evaluate the student's choice of appropriate pieces, willingness to conference, ability to accept and implement suggested corrections (WR4.03D)

Resources

desktop publishing and word processing programs

exemplars of Portfolios

Barton, J., A. Collins, C. Anderson, and K. Stenstedt. *Portfolio Assessment: A Handbook for Educators.* PUBNET, Ingram, 1996. ISBN 0-201-49387-X

Knight, M. E. and D. Gallaro. *Portfolio Assessment: Applications of Portfolio Analysis.* University Press of America, 1991. ISBN 0-8191-9415-8

Porter, C. and J. Cleland. *The Portfolio As a Learning Strategy.* Ingram, 1994. ISBN 0-86709-348-X

Portfolio Assessment: *Getting Started.* PUBNET, 199. ISBN 0-590-49183-0

Seely, A. *Portfolio Assessment.* Teacher Created Materials, Incorporated. ISBN 1-55734-845-6

Tierney, R., M. Carter, and L. Desai. *Portfolio Assessment in the Reading-Writing Classroom.* Norwood, MA: Christopher Gordon Publishers, 1991.

Accommodations

Assistance could be provided for students who are language-impaired or for whom written output is difficult by providing a scribe, voice-activated word-processing program, spelling and grammar checking programs.

Appendix 5A

Assessment Rubric for Personal Published Portfolio Culminating Activity

Criteria	Level 1	Level 2	Level 3	Level 4
Variety of writing samples	- limited variety of samples	- some variety of samples	- considerable variety of samples	- outstanding variety of samples
Interesting publication style	- simple collection of writing	- some attempt to publish with style	- considerable organization and interesting style of publication	- high degree of organization and unique style of publication
Reflection on writing development	- limited reflection on writing development and growth	- some reflection on writing development and growth	- considerable reflection on writing development and growth	- insightful reflection on writing and development and growth
Thematic approach	- little attempt to use a thematic approach	- some attempt to use a thematic approach	- effective use of a thematic approach	- exemplary use of a thematic approach
Evidence of writing improvement	- little change in writing skills	- some improvement in writing skills	- considerable improvement in writing skills	- outstanding improvement in writing skills
Followed instructions	- followed instructions in a limited way	- followed some instructions	- followed instructions competently	- exemplary portfolio

Coded Expectations: English, Academic Grade 9

Literature Studies and Reading
Overall Expectations

LIV.01D
- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.02D
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

LIV.03B
- identify and explain the effect of specific elements of style in a variety of literary and informational texts.

Specific Expectations
Understanding the Meaning of Texts

LI1.01D
- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopaedias;

LI1.02D
-select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;

LI1.03B
- describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;

LI1.04D
- locate explicit information and ideas in texts, to use in developing opinions and interpretations;

LI1.05D
- analyse information, ideas, and elements in texts to make inferences about meaning;

LI1.06D
- use specific evidence from a text to support opinions and judgements;

LI1.07D
- explain how readers' different backgrounds might influence the way they understand and interpret a text;

LI1.08D
- explain how the background of the author might influence the information and ideas in a text.

Understanding the Forms of Texts

LI2.01D
- use knowledge of elements of drama, such as plot and subplot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre;

LI2.02D
- use knowledge of elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of the genre;

LI2.03D
- use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre.

Understanding the Elements of Style

LI3.01D
- explain how authors use diction and phrasing to achieve particular effects in their writing;

LI3.02D
- explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing;

LI3.03D
- explain how authors and editors use design elements to help communicate ideas.

Writing
Overall Expectations

WRV.01D
- use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02D
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

WRV.03D
- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

WRV.04D

- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity;

WRV.05D

- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01D

- investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data;

WR1.02D

- locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopaedias, electronic news groups, e-mail messages, and electronic databases;

WR1.03D

- group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;

WR1.04D

- use the information and ideas generated by research to develop the content of written work.

Choosing the Form to Suit the Purpose and Audience

WR2.01D

- demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;

WR2.02D

- select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work.

Organizing Ideas and Information in Written Work

WR3.01D

- use a unifying image, mood, or voice to structure descriptive paragraphs or poems;

WR3.02D

- use changes in time, place, speaker, or point of view to structure narrative paragraphs;

WR3.03D

- use a single controlling idea and connecting words to structure a series of paragraphs;

WR3.04D
- use key words from questions or prompts to organize ideas, information, and evidence in homework answers;

WR3.05D
- structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;

WR3.06D
- provide an introduction, body, and conclusion in written reports and short essays.

Revising Drafts

WR4.01D
- revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity;

WR4.02B
- revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language;

WR4.03D
- make constructive suggestions to peers;

WR4.04B
- consider reactions from teachers, peers, and others in revising and editing written work.

Editing, Proofreading, and Publishing

WR5.01D
- identify sources of ideas, information, and quotations in writing and independent research projects;

WR5.02B
- select the publication method or vehicle most accessible or appealing to the intended audience;

WR5.03D
- assess their facility with the writing process, documenting their use of different genres and forms in personal and assigned writing and identifying goals for writing improvement and growth;

WR5.04B
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

WR5.05D
- use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;

WR5.06D
- construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial phrases;

WR5.07B
- identify and correct sentence fragments, run-on sentences, and comma splices;

WR5.08B
- make compound subjects agree with verbs in simple and compound sentences;

WR5.09B
- make pronouns agree with their antecedents in number and gender;

WR5.10B
- use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing.

Spelling

WR5.11B
- use knowledge of a wide range of spelling patterns and rules to identify, analyse, and correct spelling errors;

WR5.12B
- use and spell homophones correctly;

WR5.13B
- use the apostrophe correctly when spelling contractions and possessives;

WR5.14B
- use a variety of resources to correct errors in spelling.

Punctuation

WR5.15B
- use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses;

WR5.16B
- adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry.

Language
Overall Expectations

LGV.01D
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

LGV.02B
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations
Developing Vocabulary and Knowledge of Language Structures and Conventions

LG1.01B
- describe strategies used to expand vocabulary;

LG1.02B
- identify and explain examples of slang, jargon, dialect, and colloquialism, as well as of standard Canadian English, in literary texts and in their own oral and written work;

LG1.03B
- identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins;

LG1.04B
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.05D
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
    - parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
    - simple, compound, and complex sentences;
    - components of sentences: subject, predicate, object, subject complement, prepositional and participial phrases, main and subordinate clauses;
    - agreement between subject and verb, and between pronoun and antecedent;
    - consistency of verb tense and voice;

LG1.06B
- recognize, describe, and correct sentence errors in oral and written language;

LG1.07B
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
    - spelling: homophones and possessive pronouns and adjectives;
    - capitalization: of proper nouns and in direct quotations, scripts, dialogue,

and poetry;
- punctuation: period, question mark, exclamation mark; comma, dash, apostrophe, quotation marks, parentheses, ellipses.

Developing Listening and Speaking Skills

LG2.01D

- communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;

LG2.02D

- communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;

LG2.03D

- plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;

LG2.04D

- use specific examples, facial expressions, gestures, intonation, humour, visual aids, and technology, as appropriate, to engage the audience's interest during oral presentations;

LG2.05D

- practise with cue cards and relaxation exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations;

LG2.06D

- explain how oral communication skills can contribute to success in all curriculum areas and the world outside the school;

LG2.07D

-analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance.

Media Studies

Overall Expectations

MDV.01D

- use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works;

MDV.02D

- use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Extpectations
Analysing Media and Media Works

MD1.01B

- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.02D

- identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;

MD1.03D

- compare and explain their own and their peers' reactions to a variety of media works;

MD1.04D

- identify factors that influence media production and distribution and explain the effect of these factors on specific media works.

Creating Media Works

MD2.01D

- adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation;

MD2.02D

- create media works for different purposes and explain how each has been designed to achieve its particular purpose;

MD2.03D

- create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.